

# Hulme Hall Grammar School

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## Safeguarding Policy & Guidance - Education

Policy Control	
Report	Safeguarding
Approval Body	Full Governors
Date Reviewed	September 2022
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# Hulme Hall Grammar School

## Safeguarding Policy

Policy Author	Mrs Jackie Smith Assistant Headteacher / Designated Safeguarding Lead
Ratified by the Governing Body	SEPTEMBER 2022
Signed:	Mr Tim Lowe Chair of Governors  Mr Laurence Carr Safeguarding Governor
To Be Reviewed:	SEPTEMBER 2023

At Hulme Hall Grammar School the following members of the school community hold the following positions:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Mrs Jackie Smith Senior School  Mrs Harjinder Khinda Pre-School	Mrs Karen Conway Senior School  Mrs Ammara Rehman Pre-School	Mr Laurence Carr secretary@hulmehallschool.org

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

The Headmaster	Assistant Headteacher	Chair of Governors (in the event of an allegation against the Headmaster)
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	(in the absence of the Headmaster)	
Mr Dean Grierson <a href="mailto:secretary@hulmehallschool.org">secretary@hulmehallschool.org</a>	Mrs Jackie Smith <a href="mailto:j.smith@hulmehallschool.org">j.smith@hulmehallschool.org</a>	Mr Tim Lowe <a href="mailto:chair@hulmehallschool.org">chair@hulmehallschool.org</a>

## Foreword

Tim Lowe, Chair of Governors

Hulme Hall School is committed to creating a caring, nurturing and achieving environment where all pupils are valued and feel safe and happy. Safeguarding the welfare of our pupils is our highest priority. We expect all staff and volunteers to share in this commitment.

If any member of the Hulme Hall community has a concern about a child's welfare this will be acted upon immediately. This commitment to Safeguarding ensures that signs and symptoms of abuse are picked up, thus the opportunity for those wishing to cause harm to children is drastically reduced.

## Outline

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

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

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

## Safeguarding Definition:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

## Child Protection Definition:

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

THIS POLICY ENCOMPASSES CHILD PROTECTION.

## Rationale:

At Hulme Hall Grammar School we recognise the responsibility we have under Section 175/157 of the Education and Inspections Act 2002, to have arrangements for safeguarding and promoting the welfare of children. The Governing Body approves the S175/157 return to the LA on a yearly basis. This policy demonstrates our commitment and compliance with safeguarding legislation.

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

Staff and volunteers are updated on safeguarding issues frequently across the year. The School induction / training includes: school safeguarding / child protection policy; KCSIE part one (all staff sign to indicate that they have read & received), KCSIE Annex B (leaders and those who work directly with children – copies of 'Quiz' answers available to verify that staff have understood this); staff code of conduct (including low level concerns, allegations against staff, whistleblowing, acceptable use of IT, staff/pupil relationships and communication including use of social media); procedures on how to deal with / respond to child on child abuse; the school behaviour policy (including measures to prevent bullying, cyberbullying, prejudice-based and discriminatory bullying); a safeguarding response to children who go missing in education; the role of the DSL including the identity of the DSL and DDSL.

An electronic version and hard copy of the Safeguarding Policy is available to all members of staff via the school website and on the staff shared drive.

All members of staff undertake 'endorsed' Basic Awareness training every 2 years. This is provided by Stockport Safeguarding Education Services / School's DSL. Pre-School staff and Senior school staff had refresher training in September 2022. Newly appointed staff receive the training materials upon appointment as part of their safeguarding induction. However, all staff receive regular in-house updates and training, including online safety and the Prevent Duty.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The Designated Safeguarding Leads in school update their qualification every 2 years which is provided by SSCP/ Educare / The Key Safeguarding Hub.

H. Khinda updated in October 2022; K. Conway in November 2020; J. Smith in March 2022 and A. Rehman November 2022

The DSLs / DDSLs 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.

These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

In our school we believe that the welfare of every child is paramount, and we take safeguarding very seriously. Therefore, should staff have any concerns they feel are of a safeguarding nature, they are expected to report, record and take the necessary steps to ensure that the child is safe and protected and that key staff in school are aware promptly of any such concerns.

We are aware that this can lead to challenge from parents/carers, but at all times we collectively work to ensure that the child is at the heart of all our decisions and that we act in their best interests.

#### OTHER RELATED POLICIES

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

- [Working Together to Safeguard Children 2018 \(updated 2021\)](#)
- [What to do if you are worried a child is being abused. 2015](#)
- [keeping-children-safe-in-education 2022](#)
- [Statutory Framework for the Early Years Foundation Stage” \(Updated September 2021\)](#)
- [Guidance for safer working practice for staff working in education settings \(February 2022\)](#)
- [Greater Manchester Safeguarding Policies and Procedures](#)
- [Preventing\\_and\\_tackling\\_bullying\\_advice](#)
- [Sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges](#)
- Searching, Screening and Confiscation- DFE January 2018 (updated July 2022)
- Local Safeguarding Children Partnership threshold document
- The Prevent Duty 2021
- Staff Code of Conduct – including staff use of mobile phones and social media
- School’s Mobile Phone Policy (available on the School’s website)
- School’s E-safety Policy (available on the School’s website)
- School’s Anti-Bullying Policy (available on the School’s website)



- School's Pupil Behaviour Policy (available on the School's website)
- School's RSE Policy
- School's Alcohol, Drugs and Substances Policy (available on the School's website)
- School's Risk Assessment Policy & Staff Supervision of Children Policy (available on the School's website)
- School's Whistleblowing Policy (available on the School's website)
- School's Safer Recruitment and Selection Policy (available on the School's website)
- School's Attendance Policy (available on the School's website)
- School's Data Protection Policy (available on the School's website)
- Pre-School Nappy Changing and Toileting Policy (available on the School's website)
- Pre-School Administration of Medicine Policy (available on the school's website)
- Pre-School missing or Uncollected Children Policy (available on the School's website)
- Pre-School Staff Suitability Self-Declaration Form – completed by all staff termly (available on request).

## Information Sharing and Confidentiality

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

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. We will only share information about children and families when it is appropriate and lawful to do so. We seek to work in partnership and will when possible inform parents and carers of concerns. In some specific instances, this may not be possible for example, if sharing information would increase risk, or if it is against local or national guidance.

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

## Purpose:

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

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

As part of our duty of care we also work to ensure that pupils and staff involved in safeguarding and child protection issues receive appropriate support. In line with Keeping Children Safe in Education 2022 we work with a range of partners and adhere to local practice guidance supported by The Stockport Safeguarding Children Partnership.

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

**The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Hulme Hall Grammar School.** We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken.

## Language:

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

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

Child Protection refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff refers to all those working for or on behalf of the School in either a paid or voluntary capacity and will be used from this point on in this document.

Child refers to all children and young people who have not yet reached the age of 18.

Parent refers to birth parents and other adults who are in a parenting role including: stepparents, foster parents, carers and adoptive parents.

## Contents

This policy has been divided into four key areas:

1. Prevention
2. Procedures and Record Keeping
3. Support
4. Safer Recruitment

Additional materials are referenced or provided in the Appendices.

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

# 1.1 Prevention

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We will establish and maintain an ethos where:

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

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

Staff development and awareness in respect of safeguarding is given the highest priority across the school to ensure we all fully understand and implement the national and local agenda. All our staff and volunteers are required to read Keeping Children safe in Education (KCSiE) Part 1 and other relevant documentation as directed. All staff are required to undertake annual safeguarding training, read materials provided and attend further training and update sessions

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

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

Staff feel empowered to share safeguarding concerns in a swift and timely way bringing them to the attention of the Designated Safeguarding Lead (DSL) and/or the Headmaster. Accepting that safeguarding is the responsibility of all in our community, staff feel able to ask safeguarding questions and receive appropriate feedback following up on concerns as part of this shared responsibility to children.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Partnership (SSCP), via the Senior Advisor for Safeguarding in Education (SASE) to ensure a multi-agency awareness and that strategies are developed.

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

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those

children and, in doing so, providing information about the ‘voice of the child’ and the child’s personal experiences and perspectives as evidenced by observations or information provided.

Our school’s arrangements for consulting with, listening and responding to pupils are very important to us. We make sure that our children know that members of staff are always prepared to listen to them. Posters around school remind pupils who are the DSL/DDSL staff. Children are made aware that they can report any concerns verbally and/or through:

- Assemblies
- Personal Social and Health Education (PSHE) activities and circle time activities
- School Council
- Form Time
- Via Email.

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.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

## Pre-School

Pre-School has a key person policy and the key person has a responsibility towards their key children to report any concern about their development, welfare or child protection matter to their line manager or the Pre-School DSL.

Staff have termly supervision meetings which provide further opportunities to discuss the progress and welfare of their key children.

## Teaching Pupils About Safeguarding

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school has a clear set of values and

standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our PSHE / RSE aims to be fully inclusive and is planned to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

The schemes of work followed, are from those set out by the PSHE Association and tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to - sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called 'honour'-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

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

- Bullying – including online child on child abuse such as cyber bullying and sexting
- Drug and alcohol awareness
- E Safety/Internet safety - please also refer to the school's Safeguarding COVID-19 Annex which includes advice for online safety during remote learning
- <https://www.hulmehallschool.org/wp-content/uploads/2020/06/Safeguarding-COVID-Annex.pdf>
- Stranger danger and personal safety
- Fire and water safety
- Road safety
- Positive relationships (Relationship, Sex & Health Education are mandatory from September 2020)
- Diversity
- Informed choices
- British Values linking with Preventing Violent Extremism (PVE).

## 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 Special Educational Need or Disability (SEND), 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 Pupils with Special Educational Needs and Disabilities (SEND)

Children with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges. The Governing Body should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND.

Our school's arrangements for consulting with, listening and responding to parents are clear. 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](http://www.hulmehallschool.org)

Support to families- Pre-School takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the setting.

Pre-School continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgemental manner whilst any external investigations are carried out in the best interest of the child.

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

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

- All staff access training annually with regular updates across the academic year. Records/evidence of staff training are available on request

- We undertake SSCP 'endorsed' Basic Awareness training and all new staff, as part of their induction, access safeguarding training within the first term of their employment/placement
- The Designated Lead and/or Deputy attends the SSCP DSL safeguarding training on bi-annual basis or update via Educare / The Key Safeguarding
- The Designated Safeguarding Lead, and/or Deputy attend the Designated Safeguarding Lead Network Meetings held each term, coordinated by the SASE, thereby enabling them to keep up to date with safeguarding practices and be aware of any concerns/themes emerging locally.



## 1.2 Definitions

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

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

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

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

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

It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another.

It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

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

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

children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

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

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

In Stockport domestic abuse has been included within this definition in acknowledgement of the similarities between the process of grooming and controlling victims of domestic abuse and those subject to complex abuse and the need for a specialist and sensitive approach to working with children and families at highest risk of all these areas of concerns to reduce risk and effect positive outcomes. Stockport family have agreed that the following areas are encompassed within complex safeguarding:

- Domestic Abuse including honour-based violence and forced marriage
- Child Sexual Exploitation (CSE)
- Serious Organised Crime – including Child Criminal Exploitation (CCE)
- Modern Slavery and Trafficking
- Female Genital Mutilation
- Radicalisation and Extremism.

### **Child Sexual Exploitation (CSE)**

is a form of child sexual abuse, it involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts or money) as part of a grooming process. Ultimately, this results in them engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups.

All staff are alert to possible indicators and will raise concerns as appropriate.

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

***The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology.***

***(Child Sexual Exploitation, DfE)***

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

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

Child on child abuse has a gendered nature in that it is more likely that girls will be victims and boys perpetrators but all child on child abuse is unacceptable and will be taken seriously. School has a zero-tolerance approach to child on child incidents.

Staff are clear on our procedures with regards to child on child abuse and such matters are always taken seriously. In our school we actively seek to minimise child on child abuse by encouraging a culture of tolerance and respect amongst all members of the school community and by responding to allegations of child on child abuse promptly and appropriately. Staff model the way to treat others and reinforce positive behaviour in the everyday life of the School. They are given training on child on child abuse and should be alert to the possibility of child on child abuse and report such abuse.

Pupils are taught and encouraged to ask for help and share any concerns that they have about themselves or others. The school will have a clear set of values and standards, and these will be upheld and demonstrated throughout all aspects of school life. This will be underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the whole curriculum. Such a programme should be developed to be age and stage of development appropriate (especially when considering SEND children and their cognitive understanding), and may tackle such issues as:

- a. healthy and respectful relationships
- b. what respectful behaviour looks like
- c. consent
- d. gender roles, stereotyping, equality
- e. body confidence and self-esteem
- f. prejudiced behaviour
- g. that sexual violence and sexual harassment is always wrong

h. addressing cultures of sexual harassment.

Good practice allows children an open forum to talk things through. Such discussions can lead to increased safeguarding reports. Children should be made aware of the processes to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer. All staff should be aware of how to support children and how to manage a safeguarding report from a child. (Refer to Appendix 'Managing A Disclosure').

Allegations of child on child abuse will be investigated and victims, perpetrators and any other child affected will be given appropriate pastoral support. School will ensure victim reassurance so that no victim is ever made to feel ashamed. Consideration will be given as to whether a child is in need of early help and where there is reasonable cause to suspect that a child is in need or is suffering or likely to suffer significant harm a referral will be made to Children's Social Care.

The School's Anti-Bullying Policy, which is available on the School's website, explains how allegations of bullying will be investigated and pupils supported.

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and it may adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) **and are never acceptable**. It is important that **all** victims are taken seriously and offered appropriate support.

We understand that reports of sexual violence and sexual harassment are extremely complex to manage. We have however, zero tolerance towards this and will not accept such behaviour. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that perpetrators, adult students and school staff are supported and protected as appropriate. We take reports of sexual harassment and sexual violence seriously and will always act to address reports and concerns. We do this by:

- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'young people being young people'
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them
- understanding that all the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school approach (especially preventative education)
- We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

## Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. **All** staff, but especially the Designated Safeguarding Lead (or Deputy) should be considering the context within which such incidents and/or behaviours occur. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## Roles and Responsibilities

The school will ensure that every member of staff and person working on behalf of the school:

- Knows the name and of the DSL and any Deputies, understands his/her role and responsibilities, and how to contact them
- Understands they have an individual responsibility to refer safeguarding and child protection concerns
- Will receive training at the point of induction so that they know:
  - their personal responsibility/code of conduct/teaching standards
  - SSCP child protection procedures and how to access them
  - the need to be vigilant in identifying cases of abuse at the earliest opportunity
  - how to support and respond to a child who discloses abuse/significant harm
  - their duty concerning unsafe practices of a colleague
  - the DSL will disclose any information about a pupil to other members of staff **only** on a need to know basis
  - the school will undertake appropriate discussion with parents prior to involvement with other agencies wherever this is appropriate
  - the school will ensure that parents understand their obligations re: Child Protection by intervention as and when appropriate
  - to develop effective links with relevant agencies in relation to safeguarding (child protection)
  - to ensure that, where there are unmet needs, an assessment of early help is initiated
  - to send appropriate representatives to case conferences, core groups and child protection review meetings.

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

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

- listen and remain calm
- never ask a child if they are being abused
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise that you will have to pass the information on
- never take photographs of any injury
- never record a child
- never undress a child to physically examine them
- allow time and provide a quiet space for support
- at no time promise confidentiality to a child or adult
- Details of conversations with professionals, family members or other relevant parties will be made and recorded on a pupil's individual safeguarding file / as a safeguarding email (viewed only by the DSL/DDSL)

We will notify any Lead Social Worker if:

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

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

## The Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The member of staff concerned with the incident should report any use of physical intervention/restraint immediately to the Headmaster. All incidents will be recorded and written records kept. Parents will be informed as per our Behaviour Policy.



## Students Who Harm Others (Child on Child Abuse)

We believe that all students have the right to be taught in a safe environment to enable them to optimise their learning and achievement. We expect all students to have respect for themselves and others and work to ensure everyone in our community feels safe, valued and supported. The school promotes the values of honesty, acceptance, inclusion and fairness within a caring, restorative and nurturing environment. Hulme Hall has always taught Relationship and Sex Education as part of our PSHE Curriculum. School recognises that this is a compulsory component from September 2022 in line with DfE guidance and the national curriculum.

School recognises that even if there are no reported cases of child on child abuse, that such abuse may still be taking place and simply may not have been reported.

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

## Safer Use of the Internet and Digital Technology (Including Early Years Provision)

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

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

Children/young people are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought. The school has a separate policy on the use of personal devices which all children must adhere to. Refer to the school's Mobile Phone Policy on our website. We also have guidelines relating to the use of personal laptops for pupils who require to show a history of need for exam access arrangements.

If there is any suspicion that any multimedia device or computer contains any images or content of an inappropriate nature it will be locked, secured and, the Headmaster or DSL will be informed immediately and the steps laid out in this guidance and [guidance for the sharing of naked images](#) and or [When to call the police- guidance for schools and colleges](#) may be applied.

## Use of Mobile Phones

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

We will:

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

## Work Mobile Phones

To protect children, we will ensure that the work mobile:

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

## Personal Mobile Phones

To protect children, we will ensure that personal mobiles:

- Are stored securely in staff lockers in Pre-School and our Enrichment Centre. Senior school staff may use their mobiles during non-contact time in the staffroom, office or classroom that does not have any pupils in it
- May need to be used by SLT and members of the site team whilst out and about/away from their base
- Are not used to take pictures of the children attending the setting or that images are not shared
- Will not be used to take photographs, video or audio recordings in our setting
- Are not used to contact parents or children – exception will only be by agreement with the SLT.



Visitors are not permitted to use mobile phones or other camera/internet enabled devices without the express permission of the Headmaster. Signage around school in reception and entrance/exits outline that visitors will have to seek permission to use a mobile phone on site.

Children have signed consent from their parents/ carers giving permission for the child to have a mobile and agreeing that they will be handed in at morning registration and stored securely and be switched off whilst in the setting.

In line with Keeping Children Safe in Education 2022, we have a clear policy on the use of mobile technology in the school.

The school has a clear Mobile Phone Policy (see separate document) which is designed to keep children and adults safe. In order to minimise pupils accessing 3G/4G networks in school, we ask pupils to hand in mobile technologies in registration. We do not allow WiFi access on personal devices to our network.

## Cameras: Photography and Images

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

To protect children, we will:

- Obtain parents' and carers' consent for photographs to be taken used for or published (for example, on our website or displays)
- Ensure the school's designated camera is only used in the school and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents)
- Ensure that children are appropriately dressed, and only use the child's first name with an image
- Ensure that personal cameras are not used to take photographs, video or audio recordings in our school without prior explicit consent from the school, for example, for a special event, such as a Christmas play or Sports Day
- Ensure that all images are stored securely, and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws
- Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken
- Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice
- Ensure the use of cameras is closely monitored and open to scrutiny.

## 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.

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. Personal staff medication is locked away. These guidelines form part of the Staff Code of Conduct and form part of the staff induction process.

### The Sharing of Nude or Semi-Nude Pictures (sometimes known as Sexting)

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

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

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

#### **What to do if an incident comes to your attention**

**Report it to your Designated Safeguarding Lead (DSL) or equivalent immediately. Your setting's child protection policy should outline codes of practice to be followed.**

**Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**

If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

**Do not** delete the imagery or ask the young person to delete it.

**Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

**Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.

**Do not** say or do anything to blame or shame any young people involved.

**Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

Further advice can be found here:

[sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

**Cyber-Bullying:** Defined and covered in our Anti-Bullying Policy - see the school's website.

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

Staff teaching online safety can gain support from agencies including the DFE, UKIS – The UK Council for Internet Safety, NCA – the National Crime Agency's CEOP programme and PHE – Public Health England:

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

<https://www.gov.uk/government/publications/education-for-a-connected-world>

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

<https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>

<https://www.thinkuknow.co.uk/>

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes> - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

As part of our approach to online safety we will support pupils and their families in understanding the potential risks of online activity and how best to avoid them. Our Computing Code of Conduct and E Safety Policies, available on the school website will help them to understand what systems school uses to filter and monitor online use. Parents and carers are often made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child may be interacting with online. We will work with parents and carers to support them in the following:

- Understanding the appropriateness of games and apps
- Location and access to information and resources for adults and pupils
- Teaching e-safety in the curriculum
- Offering parental information and advice sessions
- Raising awareness of online grooming
- Teaching our children how to report abuse or concerns.

Parental advice is available here- [https://www.thinkuknow.co.uk/11\\_13/Need-advice/Gaming/](https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/)

In school the Governors, SLT and all staff, recognise that school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. The Governors receive IT safety updates from the DSL / leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. This is in line with *Keeping Children Safe in Education 2022* and the Prevent duty and the school's E-Safety Policy which is available on the school website.

## Mental Health and Wellbeing

KCSIE 2022 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda.

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

Staff, however, 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. 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. 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. Where staff are concerned that a child or young person may be experiencing issues or displaying behaviour that causes concern, they will report this to the DSL in accordance with our safeguarding procedures.

Further information regarding mental health referrals can be found here:

<https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

## 2.1 Procedures and Record-Keeping

Hulme Hall Grammar School will follow [Greater Manchester Safeguarding Procedures](#) in detail and adhere to any local guidance and policies from SSCP as required.

Hard copies of Safeguarding Records or reports relating to Safeguarding and Child Protection concerns are kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these records is controlled by the Headmaster, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead. 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.

When a child leaves our School, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required. 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.

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

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

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

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

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

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

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

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

The DSL will keep written (electronically or by hand), signed, timed and dated records detailing any disclosures and action taken as near to the time of disclosure as possible even when no investigation is undertaken; should the MASSH agree to initiate a referral verbally a Child Protection Referral Form will still be required within 24 hours.

Allegations are always shared directly with the Headmaster. Where an allegation of abuse is made against any member of staff/supply teacher/volunteer, deputy or designated safeguarding person, the Headmaster will speak with the Designated Officer (DO) at the Safeguarding Children Unit to discuss the next steps.

If the allegation is against the Headmaster, the Chair of Governors should be contacted immediately, and s/he seek advice from the DO. If the allegation is against both Headmaster and Chair, then the DO should be contacted directly. No member of staff will conduct their own investigation or pass on information to the alleged perpetrator. Professionals can contact the DO directly if they feel it is more appropriate to do so.

If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should be shared in accordance with our school's low-level concerns procedure located in the Staff Code of Conduct Policy.

Procedures are in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where school or a teacher's employer, including an agency, dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of

State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Our school has a whistleblowing procedure that is available on the school's website. It is important to note that it is part of a professional's duty to report safeguarding issues, without the expectation of anonymity.

Safeguarding and whistleblowing should not be confused. "Safeguarding" refers to reporting concerns designed to protect children from harm and acting to enable all children to have the best outcomes. In contrast "whistleblowing" describes the disclosure of concerns regarding a danger or illegality that has a public interest, usually because it threatens others or impacts on public funds. All members of staff are aware of the School Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

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

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

Allegations from parents/meetings with parents and any issues they raise verbally will be treated in line with the school's Safeguarding and/or Whistleblowing Policy and procedures.

## Responding to marks or injuries observed

In Pre-School, if a member of staff observes or is informed by a parent/carer of a mark or injury to a child that happened at home or elsewhere, the member of staff makes a record of the information given to them by the parent/carer in the child's personal file, which is signed by the parent/carer.

## Children Missing out on Education and Missing from Education

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

At Hulme Hall Grammar School we follow Stockport's procedures for dealing with children that go missing from school - [missing-from-school](#), and adhere the guidance set out by the DfE-[Children Missing Education - Statutory guidance](#) All staff are aware that children going missing, particularly repeatedly, are potentially vulnerable to harm including abuse and neglect, such as sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.



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

Pre-School has a policy for missing or uncollected children.

Monitoring children's attendance in Pre-School: As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safeguarded. (Please see Pre-School Attendance Policy.)



# 3.1 Supporting Vulnerable Pupils

The school will endeavour to support vulnerable pupils through:

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

## Children with Special Needs and Disabilities

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

These barriers **can** include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Children with SEN and disabilities being disproportionately impacted by things like bullying - without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

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

## Children Who Are Lesbian, Gay, Bi, or Trans (LGBT+)

The fact that a child or a young person may be LGBT+ is not in itself an inherent risk factor for harm. However, children who are LGBT+ can be targeted by other children. In some cases, a child

who is perceived by other children to be LGBT+ (whether they are or not) can be just as vulnerable as children who identify as LGBT+.

Risks can be compounded where children who are LGBT+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT+ inclusion is part of the statutory Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## Early Identification Recognising and Responding to Safeguarding Needs

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

All staff have seen and understand the Stockport [Levels of Need](#) document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. We actively support multi agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. Safeguarding partners (the local authority; Integrated Care Boards (previously known as clinical commissioning group) for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs. We aim to provide information from the child's point of view in the context of their lived experience as evidenced by observations or information provided. Where staff have concerns, they will always alert the DSL.

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

- Neglect
- Drug/substance/alcohol misuse (both pupil and parent)
- Child sexual exploitation / trafficked children
- Children missing education
- Domestic abuse

- Peer relationship abuse
- Peer abuse
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Bullying, including cyber and prejudice-based bullying
- Self-Harm
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Children Looked After (CLA), children who have been previously looked after, those who have Special Educational Needs or Disabilities (SEND) and children whose families are seeking asylum
- How an Education Health Care (EHC) plan links with other safeguarding processes.

**The DSL is a member of the School Senior Leadership Team.** She and the Deputy DSL meet on a regular basis and both report to Governors on a termly basis, as does the DSL for the Pre-School (who is also a member of the SLT). In line with local and national guidance they receive regular training and updates to equip them with the skills and knowledge to deliver in this role. A DSL is always available to offer advice and support to school staff when school is open including before and after school activity or for trips and visits.

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

We use the Stockport [Levels of Need](#) document to inform our decision making.

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

Our school operates a ***Team Around the School model*** (TAS). The Team Around the School is a partnership between schools, Stockport Family and other agencies who will work together with you to offer early help and support. It is intended that this will help / better support children and families in Stockport.

Stockport Family is the name used for all services working with children and families in Stockport. As parents know their child better than anyone else, services involved in the TAS want to support the development of relationships with families to ensure professionals and parent/carers are working together.

We will share appropriate information when additional support is needed or requested for children and families. Schools and key agencies will follow government guidance on information sharing when considering and explaining support available from the TAS.

Families working with the TAS team will have access to support from:

- Stockport Family School Age Plus Worker
- School Nurse (if relevant / available)
- Linked Social Worker
- Other relevant professionals linked to the school who work with children and families.

## Early Help and Referrals to Children's Social Care for Statutory Assessments

Early help means providing support as soon as a problem emerges at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

KCSIE 2022 states that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation – for information that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism (NRM), is available in the following guidance - <https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims>
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child.

Effective early help relies upon local agencies working together to identify children and families who would benefit from early help, to undertake an assessment of the need for early help, such as the Common Assessment Framework (CAF) or Early Help Assessment (EHA), and to provide targeted early help services to improve the outcomes for the child and prevent needs escalating to a point where intervention from Children's Social Care would be needed.

Inter-agency assessments should take place when a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, and police). The assessment should be undertaken by a lead professional who should provide support to the child and family and coordinate the delivery of support services. The lead professional could be a teacher, family support worker, health visitor or GP and the decision about who should be the lead professional should be informed by the child and their family. Examples of support services

include family and parenting programmes, assistance with health issues and help for problems relating to drugs and alcohol.

For early help assessment to be effective:

- the assessment should be undertaken with the agreement of the child and their parents and should involve the child and the family as well as the professionals working with them
- professionals should be able to discuss concerns they may have about a child and family with a social worker in the local authority.

If consent is not given for an early help assessment, practitioners should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need or that the child has suffered significant harm or is likely to do so, a referral to Children's Social Care should be made immediately by any practitioner.

Staff should discuss emerging problems and early help requirements with the Designated Safeguarding Lead. If early help is appropriate, the Designated Safeguarding Lead or Deputy will generally lead on liaising with other agencies and setting up an inter-agency assessment. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional as appropriate. Any such cases should be kept under constant review and consideration given to a referral to Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

## Extremism and Radicalisation

Hulme Hall Grammar School seeks to protect children and young people from the influences of all violent extremism including, but not restricted to:

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

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

Hulme Hall Grammar School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern. We are aware of the duties placed on us under section 26 of the Counter-Terrorism and Security Act 2015- [prevent-duty-departmental-advice](#)

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

**Channel:** Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead (or a deputy) should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Statutory guidance on Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

## Other Specific Safeguarding Issues

**Domestic Abuse/Violence:** In our school we believe that all our pupils have the right to be safe at school and in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be **victims** of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Where we are concerned that domestic abuse or violence is present in the home, we will follow Stockport's safeguarding and domestic abuse processes. We are an [Operation Encompass School](#). We receive information from the Police informing us of domestic abuse incidents relating to the circumstances of children and young people on our roll. Based on the information received our trained staff will make informed decisions on how best to support children and their families.

NSPCC website ([www.nspcc.org.uk](http://www.nspcc.org.uk))

Signs that a child has witnessed domestic abuse can include:

- aggression or bullying
- anti-social behaviour, like vandalism
- anxiety, depression or suicidal thoughts
- attention seeking
- bed-wetting, nightmares or insomnia
- constant or regular sickness, like colds, headaches and mouth ulcers
- drug or alcohol use
- eating disorders



- problems in school or trouble learning
- tantrums
- withdrawal.

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

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

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

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

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

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

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

**Child Abduction and Community Safety Incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org)

**Children and the Court System:** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers

**Children with Family Members in Prison:** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children

**Cybercrime:** Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.



Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

**Homelessness:** Being homeless or being at risk of becoming homeless presents a real risk to the child's welfare. The DSL/DDSL should be aware of contact details and referral routes for the Local Housing Authority, so that they can raise progress / concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Note, referral to a Local Housing Authority, should not replace a referral to children's social care if <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets> a child has been harmed or is at risk of harm.

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

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

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

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

(Refer also to school website COVID-19 Safeguarding Annex

<https://www.hulmehallschool.org/wp-content/uploads/2022/06/Safeguarding-COVID-Annex.pdf>)

At Hulme Hall 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. Satchel One / Microsoft Teams. Should exception be required this will be with permission of the Headmaster.

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 COVID-19 Annex and online acceptable behaviour 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 continue to be able to share concerns as part of any alternative arrangements via the usual line management systems (staff) and via Form Tutor emails or designated Pastoral/Form Tutor time sessions (pupils).

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 cognisant of [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

We will also consider guidance provided by the Independent Schools Inspectorate:  
<https://www.isi.net/site/downloads/Online%20Safeguarding%20Prompts.pdf>

## Site Safety & Security

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

When leasing the building we ensure we follow the guidance outline in KCSIE 2022 and check the safeguarding policies and processes of those involved.

## 4.1 Safer Recruitment and Safer Working Practice

The school pays full regard to DfE guidance 'Keeping Children Safe in Education 2022' and with reference to the 'Position of Trust' offence (Sexual Offences Act 2003). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult.

We do this by operating safer recruitment practices including:

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

In line with statutory guidance, we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed termly by the DSL who is a member of the SLT and termly by the Safeguarding Governor.

In addition, as part of the shortlisting process school will carry out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which school might want to explore with

the applicant at interview. We will comply with - Legislation and the Law for information on data protection and UK GDPR.

A member of the senior leadership team will take responsibility for ensuring that all relevant checks are carried out and documented on the single central record. Supporting evidence for recruitment checks is included in the staff member's personnel file. School only accept copies of a curriculum vitae alongside an application form. A curriculum vitae on its own will not provide adequate information. References will always be sought before confirming a person's appointment, these will be written and about previous employment, this will check that information is not contradictory or incomplete. At least one reference will be from the candidate's current employer. When a candidate is not currently employed, verification of their most recent period of employment and reasons for leaving will be obtained from the organisation where they were employed. Some of our senior leaders and governors have completed safer recruitment training. At least one member of every interview panel for a position in the school (paid or voluntary) will have completed safer recruitment training. This training is refreshed when appropriate.

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

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

School will obtain written notification from any agency, or third-party organisation, that they have carried out the same checks as the school would otherwise perform on any individual who will be working at the school (or who will be providing education on the school's behalf, including through online delivery).

In respect of the enhanced DBS check, school will ensure that written notification confirms the certificate has been obtained by either the employment business or another such business.

This document is reviewed termly by the Safeguarding Governor.

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

**Our commitment to safer recruitment continues post appointment. We ensure that:**

- Any disciplinary proceedings against staff related to safeguarding and child Protection matters are concluded in full in accordance with Government guidance “Keeping Children Safe in Education 2022” and SSCP, DO and HR Policy, procedures and guidance.
- All staff and other adults on site are aware of the need for maintaining appropriate and professional boundaries in their relationship with pupils and parents, following the Code of Conduct
- Adequate risk assessments are in place including for extended school/wrap around provision, volunteers, work placements and holiday activities (directly related to school)
- Staff are clear how to raise a concern, where to find ‘whistleblowing policies’ and are confident to report concerns of misconduct
- All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting)
- Anyone using our buildings is required to evidence that they have adequate safeguarding arrangements in place as described in KCSiE 2022, paras 155-156
- Staff Supervision – all Pre-School staff receive regular supervision meetings where opportunities are made available to discuss any issues relating to individual children, child protection training and any needs for further support (please refer to Pre-School Staff Supervision Policy)
- Babysitting – Pre-School staff are permitted to make private arrangements with families to babysit outside work hours. However, we will require both parties to sign a written disclaimer to confirm that the Pre-School is not party to any of the arrangements and cannot be held responsible during babysitting hours. Both parties must remain highly conscious that confidentiality must always be paramount, and staff cannot discuss any details of the Pre-School at all (please refer to Pre-School Babysitting Policy)
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the DO and or others as required.

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

More detailed information can be found by visiting [Greater Manchester Safeguarding Procedures-allegations management](#)

### **Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors**

If Hulme Hall staff have any safeguarding concerns or if an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then this should be referred to the headmaster.

If there is a conflict of interest in reporting the matter to the Headmaster, then the allegation should be referred directly to the LADO.

At Hulme Hall we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headmaster without delay; any concerns about the Headmaster should go to the Chair of Governors who can be contacted by e-mail ([chair@hulmehallschool.org](mailto:chair@hulmehallschool.org)). If the Headmaster is not available, the concern should be shared with the Safeguarding Lead who will notify the Headmaster without delay.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Headmaster has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (DO) (see below).

## Allegations

It is an allegation if the person\* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(\*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the DO without delay.

Before contacting the DO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The DO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Throughout the process in handling allegations and at conclusion of a case in which an allegation is substantiated, the DO should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's

procedures to help prevent similar events in the future. This should include issues arising from any decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The DO and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

For all other cases, where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the DO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

## Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating or offensive language.
- Humiliating pupils

If the concern has been raised via a third party, the Headmaster should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.
- Although the Headmaster will be the ultimate decision maker in respect of low-level concerns, he may consult with the DSL to take a more collaborative approach.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name\* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken.

(\* If the individual wishes to remain anonymous then that should be respected as far as reasonably possible).



Records will be kept confidential, held securely and comply with the Data Protection Act 2018. Hulme Hall will retain such information throughout a teacher's / member of staff's time of employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the DO. Furthermore, if schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

The records' review might identify that there are wider cultural issues within the school that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

## Staff Learning and Development

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

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

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one and Annex B of 'Keeping Children Safe in Education 2022'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct – incorporating the Low-Level Concerns procedure
- This Safeguarding & Child Protection Policy
- 'What to do if you're worried a child is being abused' guidance

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

- Designated Safeguarding Lead
- Domestic Abuse lead staff (Operation Encompass trained)
- Designated staff member for Vulnerable Children

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

- Annual update training

- Leaflets / NSPCC Learning Updates
- Mentoring of newly qualified teachers and trainee staff
- Online learning
- The sharing of materials detailing referral processes and key topics
- Staff handbook
- Staff induction
- Agenda item staff meetings
- In-house training

All learning and training are documented which also helps us map learning needs across the staff team for further development. A checklist is used as part of the induction process and staff complete quizzes and Google Docs to ensure that compulsory learning has taken place.

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

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

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

## Governing Body Duties and Responsibilities

The Governing Body fully recognises its responsibilities with regard to safeguarding and promoting the welfare of children in accordance with Government guidance and pays particular regard to Keeping Children Safe in Education (2022). All Governors undertake annual Safeguarding Training and ensure that the DSL keeps them updated with current trends. Governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in school is effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The HHGS Governing Body has agreed processes which allows members to monitor and to ensure that the school:

- Has robust safeguarding procedures in place - this includes online safety and acceptable use policies
- Reports, understands and appropriately addresses issues of specific abuse and harm including: peer abuse, sexual harm and harassment are reported, understood and appropriately addressed

- Operates safer recruitment procedures and appropriate checks are carried out on newly appointed staff and other adults working on the school site
- Has procedures for dealing with allegations of abuse against any member of staff or adult on site
- Has appointed a member of the Leadership Team who is designated to take lead responsibility for dealing with safeguarding and Child Protection issues
- Will take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements
- Is supported by the Governing Body nominating a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Headmaster; this is the Chair
- Carries out an annual review of the safeguarding policy and procedures
- Provides safeguarding reports to the Governor's Education Committee every term
- Will present (DSL) a Safeguarding Annual Review/Report to Governors each November at a Board meeting, outlining progress made in the preceding year and action points for the following year.

## Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific Convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,<sup>25</sup> and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at Human Rights - Equality and Human Rights Commission - ([equalityhumanrights.com](http://equalityhumanrights.com)).

## Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equality Act).

According to the Equality Act, schools and colleges **must not** unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important in the context of safeguarding, this guidance and the **legal duties** placed on schools and colleges, in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need. This includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010: advice for schools - GOV.UK ([www.gov.uk](http://www.gov.uk)). For further information Equality Act guidance | Equality and Human Rights Commission ([equalityhumanrights.com](http://equalityhumanrights.com)).

## Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges.

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics (see para 87) and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them, such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some pupils or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures. For further information please see Technical Guidance on

## Data Protection Act 2018 and the UK GDPR

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. See ICO guidance 'For Organisations' which includes information about your obligations and how to comply, including protecting personal information, and providing access to official information.

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# Appendices

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# Hulme Hall Grammar School

## Safeguarding



**The staff and volunteers in our school are committed to safeguarding all our children**

We work to:

- provide a safe environment for our children
- support children and families using early intervention strategies
- notice and take appropriate action to help any of our children who are either at risk of, or are suffering from, significant harm.

**Our Designated Safeguarding Leads are:**

Mrs J. Smith & Mrs H. Khinda

**Our Deputy Designated Safeguarding Leads are:**

Mrs K. Conway & Mrs A. Rehman

If you have any concerns about the welfare of any of our children, you can report them to the above-named persons.

Staff and volunteers must record their concerns on a note of concern form and include a physical injury/body map where appropriate

**These should be passed in a sealed envelope to the Designated Safeguarding Lead immediately**

Further Advice and guidance can also be sought from

The Safeguarding Unit 0161 474 5657



# Useful Links, Further Advice and Guidance

## Local Guidance

[Greater Manchester Safeguarding Procedures](#)

[Young People and Self-harm- Stockport Schools' Version](#)

[Stockport Female Genital Mutilation Pathway](#)

[Stockport procedures for responding to child sexual exploitation](#)

[Stockport Suicide Prevention](#)

[Greater Manchester Project Phoenix \(action against child sexual exploitation\)](#)

[Stockport Early Help Assessment](#)

[Private Fostering in Stockport](#)

[Information Sharing and Team Around the School](#)

[Information Governance](#)

[Levels of Need](#)

## National Guidance & Resources

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1021914/KCSIE\\_2022\\_September\\_guidance.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2022_September_guidance)

[Early-years-foundation-stage-framework](#)

[Working\\_Together\\_to\\_Safeguard\\_Children-2018](#)

[What-to-do-if-you're-worried-a-child-is-being-abused](#)

[Teachers-standards](#)

[sharing-nudes-and-semi-nudes-advice-for-education-settings](#)

[Prevent-duty-guidance](#)

[Educate Against Hate](#)

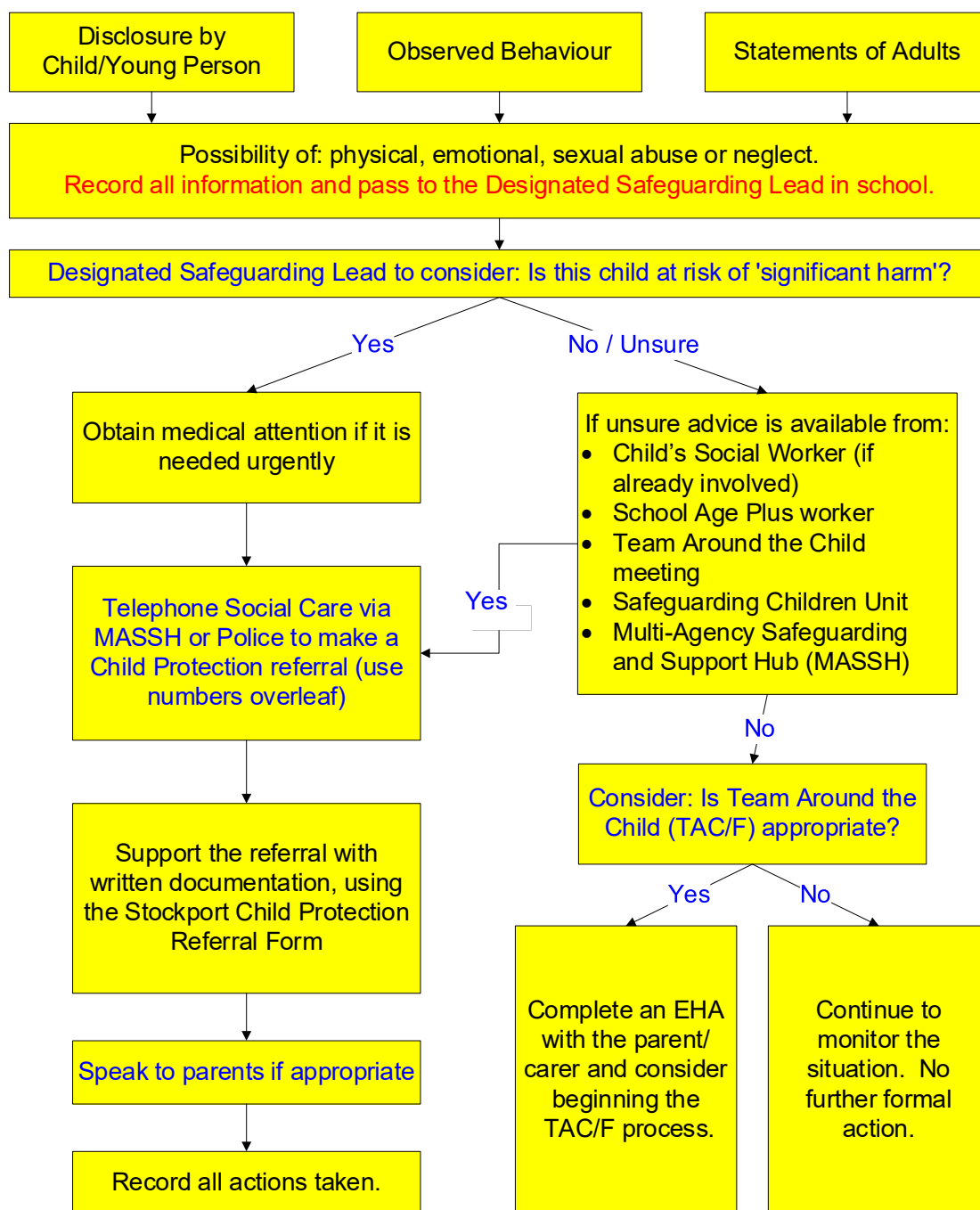
[Safeguarding-children-who-may-have-been-trafficked-practice-guidance](#)

[Multi-agency statutory guidance on FGM](#)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/828228/CAPRICORN\\_resource.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828228/CAPRICORN_resource.pdf)

# What to do if you are concerned that a child/young person is being abused

## Flowchart for Education



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

# What to do if you are concerned that a child/young person is being abused

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## Information You May Be Asked to Provide

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

- **Child's name, date of birth, address, telephone number and ethnic origin**
- **Family details** - who lives in the home - and any other significant adults
- What is causing concern and the **evidence** that you have gathered to support your concerns
- Any **additional needs** the child and/or family may have including language, disability and communication
- Clarification of discussion with any family members if a discussion has been appropriate
- Clarification of any ongoing assistance that you are giving to the family
- Your name, workplace and contact telephone number.

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

**Remember, anyone in school can make a child protection referral**

## Information and Telephone Numbers for Consultation and Referral

### Children's Services- Child Protection Referral:

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

## Advice is Available From:

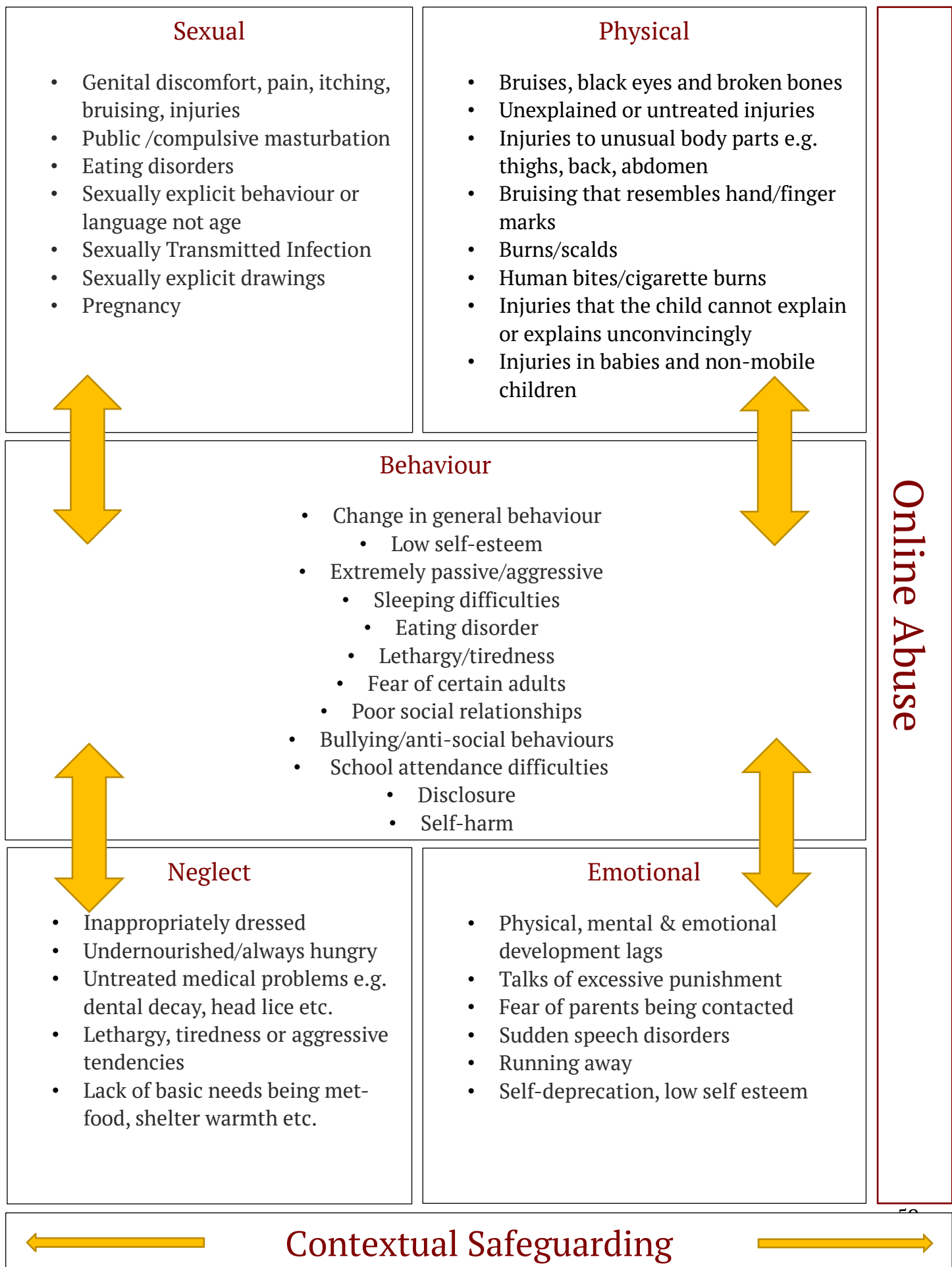
- Child's Social Worker (if already involved)
- School Age Plus worker
- Team Around the School meeting
- Safeguarding Children Unit Tel: (0161) 474-5657
- The Multi –agency Safeguarding and Support Hub (MASSH)  
Tel: (0161) 217 6028 or 6024
- Senior Adviser for Safeguarding in Education tel. (0161)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

## Other Contact Numbers:

- **Manchester** Contact Centre Tel: 0161 234 5001
- **Derbyshire** Children's Social Care Tel: 01629 533190 (office hours and out of hours)
- **East Cheshire** Children's Assessment Team  
Tel: 0300 123 5012 Emergency Duty Team (out of hours) Tel: 0300 123 5022
- **Tameside** Children's Hub  
Tel: 0161 342 4101 Emergency out of hours Tel: 0161 342 2222
- **Trafford Marat** (Multi-Agency Referral and Assessment Team) General Helpline Tel:  
0161 912 5125 Emergency out of hours Tel: 0161 912 2020
- **Staffordshire** First Response Service  
Tel: 0800 1313 126 Emergency out of hours Tel: 0345 604 2886
- **CHILDLINE** Tel: 0800 1111
- **NSPCC** Child Protection Helpline Tel: 0808 800 5000
- **Police** non-emergency number - for reporting FGM to the local police Tel: 101
- **Stockport Police Public Protection Investigation Unit (PPIU)** - for consultation about  
crime-related safeguarding concerns Tel: 0161 856 7974  
[stockport.ppiu@gmp.pnn.police.uk](mailto:stockport.ppiu@gmp.pnn.police.uk)
- **Department for Education's** dedicated contact for advice and support regarding  
concerns relating to extremism Tel: 020 7340 7264  
[counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk)

## Possible Indicators of Abuse

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



# The DO – Also known as the Local Authority Designated Officer - LADO

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

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

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

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

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

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

## When to Contact the Designated Officer (DO)

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

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

Some examples of this may be where an individual has:

- Contravened or has continued to contravene any safe practice guidance given by his/her organisation or regulatory body
- Exploited or abused a position of power
- Acted in an irresponsible manner which any reasonable person would find alarming or questionable given the nature of work undertaken
- Demonstrated a failure to understand or appreciate how his or her own actions or those of others could adversely impact upon the safety and well-being of a child
- Demonstrated an inability to make sound professional judgements which safeguard the welfare of children

- Failed to follow adequately policy or procedures relating to safeguarding and promoting the welfare of children
- Failed to understand or recognise the need for clear personal and professional boundaries in his or her work
- Behaved in a way in her or her personal life which could put children at risk of harm
- Become the subject of criminal proceedings not relating to a child
- Become subject to enquiries under local child protection procedures and/or child subject to **Child Protection Plan**
- Behaved in a way which seriously undermines the trust and confidence placed in him or her by the employer.

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

## Dealing with a disclosure

### Advice for all members of staff & volunteers

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

- **Listen** carefully and actively to the child. You don't need to ask any questions.
- **Do not investigate.** If you need to clarify what is being said and whether the child is at risk, ask open questions...what? When? Who/ How? Where? Do you want to tell me anything else? etc.,)
- Don't ask 'why?' as this can imply guilt / responsibility on the child.
- **Reassure** the child that they have done the right thing in talking to you.
- **Never promise to keep a secret or confidentiality.** Make sure the child understands what will happen next with their information.
- **Record** factually what the child told you or what you have observed as soon as possible. Include behaviour and words used **by the child**. Failure to accurately record information or writing down your 'interpretation' of the child's account may impact future legal processes.
- If you have seen bruising, marks or an injury, use a **body map** to record details, include any of the comments made by the child/young person about the injury in you record of disclosure.
- **Report to the DSL quickly, it is important not to ask the child to retell their story but do not ask the child to repeat what they have told you to another staff member.**

**Any information the child shared with you should remain confidential, you should only tell those who 'need to know'. Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.**



The DSL has responsibility for managing and overseeing child protection referrals. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, **this should not delay appropriate action being taken**. Staff must take responsibility by speaking to a member of the senior leadership team and/or take advice from local children's social care (this can be the named school social worker or the MASSH-See Appendices). In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. For more information and access to the online referral form follow this link- <https://www.stockport.gov.uk/contacting-the-massh> .

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

At Hulme Hall, notes of concern are available in the yellow folder, 2<sup>nd</sup> drawer down in the photocopying room filing cabinet.

## The Role of the Designated Safeguarding Lead

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### MANAGING REFERRALS

Refer all safeguarding cases, including Early Help, through the relevant routes-

<https://www.stockport.gov.uk/early-help-assessment/assessing-needs-eha>

<https://forms.stockport.gov.uk/v2/contacting-the-massh/level-select>

And to the Police if a crime may have been committed.

Identify any safeguarding issues relating to individual children, especially ongoing enquiries Under section 47 of the Children Act 1989.

This should include being aware of the requirement for children to have an Appropriate Adult.

Further information can be found in the Statutory guidance - PACE Code C 2019

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

Escalate inter-agency concerns and disagreements about a child's wellbeing. Further information can be found here:

[https://greatermanchesterscb.proceduresonline.com/search/search.html?zoom\\_sort=0&zoom\\_query=escalation+process&zoom\\_per\\_page=10&zoom\\_and=0](https://greatermanchesterscb.proceduresonline.com/search/search.html?zoom_sort=0&zoom_query=escalation+process&zoom_per_page=10&zoom_and=0)

Have responsibility to ensure there is at least one key adult for 'Operation Encompass\*' and the point of contact for Child Exploitation. \*Guiding principles of the scheme are here

<https://www.operationencompass.org/school-participation>. An annual information letter to be sent to parents. All downloadable documents are here:

<https://www.operationencompass.org/school-participation/school-downloads>.

To ensure that the Local Authority are notified if children are persistently absent or missing from education-<https://www.stockport.gov.uk/start/missing-from-school-report-form>

## RECORD KEEPING:

Keep accurate and up to date records of safeguarding and welfare concerns and ensure a file separate from the pupil record is created as necessary for children with safeguarding concerns. Ensure the confidentiality of these records.

National guidance suggests that there are at least two emergency contacts for every child in the school in case of emergencies, or welfare concerns at the home, to increase the possibility of successfully establishing contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2022). We will contact parents/carers annually to ensure information is up to date.

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

When a child leaves our school, the Designated Safeguarding Lead will contact the Designated Safeguarding Lead at the new school and will ensure that the safeguarding file is forwarded to the receiving school within ***five working days***. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make archive any records in line with the schedule of retention.

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

## INTER-AGENCY WORKING AND INFORMATION SHARING:

Co-operate and comply with Children's Social Care for enquiries under section 47 of the Children Act 1989.

Promote an understanding of our lawful duty in line with the Data Protection Act 2018 and GDPR, including an awareness these do not prevent, or limit, the sharing of information for the purposes of keeping children safe; and this includes allowing practitioners to share information without consent (Keeping Children Safe in Education 2022) where appropriate.

Complete reports and attend, or ensure other relevant staff members attend, child protection

conferences, core group meetings and other multi-agency meetings, as required.

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

The school's information sharing policy is located ... and refers to confidentiality in line with 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

## TRAINING:

Undertake appropriate annual training, **(formally updated to meet local practice expectations every two years for DSL's)**, in order to

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness
- understand the assessment process for providing early help and intervention, e.g. SSCP levels of need- <https://www.stockport.gov.uk/contacting-the-massh/contacting-the-massh>
- have a working knowledge of how the local authority conducts initial and review child protection (CP) case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers, young carers, those who are privately fostered, vulnerable to exploitation, racialisation and subject to listening or hearing to domestic abuse.

Ensure (as directed) each member of staff has read and understands the school's safeguarding policy and procedures, including providing induction on these matters to new staff members. Induction and training must include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy, dealing with disclosures and managing allegations processes.

Organise face-to-face whole-school Safeguarding training for all staff members at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training. The DSL must provide all staff members with safeguarding updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

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

- child protection policy
- behaviour policy
- staff behaviour policy (sometimes called a code of conduct)
- safeguarding response to children who go missing from education; and

- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of the KCSIE 2022 document should be provided to staff at induction (Keeping Children Safe in Education 2022) For staff who don't work directly with children on a regular basis the condensed version of part 1 (annex A) can also be accessed

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

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

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

Maintain accurate records of staff recruitment, induction, ongoing training and continual professional development (CPD) relating to safeguarding. SSCP training courses can be found here- Safeguarding training- [www.educationstockport.uk](http://www.educationstockport.uk)

## **AWARENESS RAISING:**

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

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

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

Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. (KCSIE 2022)

## **QUALITY ASSURANCE:**

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

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

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

relevant data.

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

## SUPERVISION AND REFLECTION:

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

### Information for the DSL

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

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

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

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

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

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

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

It is expected that you discuss your concerns with the parents and seek their agreement to making

a referral to the Integrated Front Door, unless you consider that this would place the child at increased risk of significant harm.

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

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

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

The DSL has responsibility for managing and overseeing child protection referrals. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff must take responsibility by speaking to a member of the senior leadership team and/or take advice from local children's social care (this can be the named school social worker or the MASSH-See Appendices). In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. For more information and access to the online referral form follow this link- <https://www.stockport.gov.uk/contacting-the-massh>

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

## **Child on Child Abuse Including Sexual Violence and Sexual Harassment**

All staff must be aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to child on child abuse; and on how the risk of child on child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported

### **Support for schools and colleges:**

Schools and colleges should not feel that they are alone in dealing with sexual violence and sexual harassment

Local authority children's social care and the police will be important partners where a crime might have been committed. Referrals to the police will often be a natural progression of making a referral to local authority children's social care. The designated safeguarding lead (or a deputy) should lead the school or college response and should be aware of the local process for referrals to children's social care and making referrals to the police.

Schools and colleges may also find the following resources helpful:

- Child Exploitation and Online Protection command: <https://www.ceop.police.uk/safety-centre/>  
CEOP is a law enforcement agency which aims to keep children and young people safe from sexual exploitation and abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors
- The NSPCC provides a helpline for professionals at 0808 800 5000 and [help@nspcc.org.uk](mailto:help@nspcc.org.uk)  
The helpline provides expert advice and support for school and college staff and will be especially useful for the designated safeguarding lead (and their deputies)
- Support from specialist sexual violence sector organisations such as <https://rapecrisis.org.uk/> or <https://www.thesurvivorstrust.org/find-support>
- **The Anti-Bullying Alliance** has developed guidance for schools about <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>

**Online:** Schools and colleges should recognise that sexual violence and sexual harassment occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school and college staff with regard to online safety issues
- **Internet Watch Foundation:** If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the <https://www.iwf.org.uk/>
- **Childline/IWF** <https://www.iwf.org.uk/our-technology/report-remove/>  
is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- **UKCIS Sharing nudes and semi-nudes advice:** Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

<https://www.thinkuknow.co.uk/> **NCA-CEOP** provides support for the children's workforce, parents and carers on staying safe online

- LGFL 'Undressed' <https://undressed.lgfl.net/> provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.



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

It is essential that all **victims** are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

### Action following a report of sexual violence and/or sexual harassment.

#### What to consider:

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. Schools and colleges should be aware of and respond appropriately to **all** reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school/college. The designated safeguarding lead (or a deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school or college.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's or college's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well-known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, adult students or school or college staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. Schools should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

It is important that schools and colleges keep their policies, processes, and curriculum under constant review to protect all their children. Reports of sexual violence and/or harassment (especially where there is evidence of patterns of behaviour) may point to environmental and or systemic problems that could and should be addressed by updating relevant policies, processes, or relevant parts of the curriculum. Alongside this, patterns identified in schools may also be reflective of the wider issues within a local area and it would be good practice to share emerging trends with safeguarding partners.

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



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