Moat House

Safeguarding Policy & Guidance for Education

September 2024

Table of Contents

Foreword by Lucy Cooney, Headteacher 7
Purpose and principles 7
OUTLINE 7
SAFEGUARDING DEFINITION: 8
CHILD PROTECTION DEFINITION: 8
RATIONALE: 8
Safeguarding- our approach 9
Introduction 9
Information sharing and confidentiality 10
PURPOSE: 11
LANGUAGE: 11
CONTENTS 12
PREVENTION 12
DEFINITIONS 15
Abuse 15
Physical abuse 15
Emotional abuse 15
Sexual abuse 15
Neglect 15
Complex Safeguarding 16
Child Sexual Exploitation (CSE): 16
Children and young people who harm others (also referred to as Child-on child abuse) 17
Sexual Violence and Sexual Harassment 17
Contextual Safeguarding 18
Early Help 18
Roles & Responsibilities 19
Governance and leadership 19
Designated Safeguarding Lead (DSL) 20
Members of staff 21
The use of 'reasonable force' 23
Students who harm others (peer on peer abuse) 23
SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision) 23
Use of mobile phones 24
Work mobile phones 24
Personal mobile phones 24

Cameras: Photography and Images 25
Alternative Provision 26
Good alternative provision 26
The sharing of nude or semi-nude pictures (SOMETIMES KNOWN AS SEXTING) 27
What to do if an incident comes to your attention 27
Online Harms 27
Cybercrime 28
CYBER-BULLYING 28
ONLINE & GAMING SAFETY 28
Mental health and wellbeing 29
PROCEDURES AND RECORD-KEEPING 30
Sharing concerns 30
How to raise concerns 30
For Students 30
For staff, visitors, and others: 31
For parents and carers: 31
Supervision and support 31
Whistleblowing/Confidential Reporting 32
Recording concerns 33
Safeguarding and School Attendance 34
Persistently and severely absent children 35
Educational neglect 35
Children Missing Education 35
Elective Home Education (EHE). 35
Searching and Screening 36
SUPPORTING VULNERABLE PUPILS 37
Children with special needs and disabilities 37
EARLY IDENTIFICATION RECOGNISING AND RESPONDING TO SAFEGUARDING NEEDS 37
EXTREMISM AND RADICALISATION 39
OTHER SPECIFIC SAFEGUARDING ISSUES 40
Domestic abuse/violence 40
So Called Honour Based Violence (HBV) including Forced Marriage (FM): 40
Female Genital Mutilation (FGM): 41
Breast Ironing: 41
The criminal exploitation of children 41
Serious Youth Violence 41

Exceptional Circumstances 42
Site safety & security 42
SAFER RECRUITMENT AND SAFER WORKING PRACTICE 44
Concerns that do not meet the 'harm threshold' (low level concerns) 45
Staff learning and development 47
Working in our school - practice & expectations 48
Staff awareness, induction, and training 48
The DSL and headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained 49
OTHER RELATED POLICIES 49
Additional information & Support 50
Appendices 50
POSTER Insert school logo 51
USEFUL LINKS, FURTHER ADVICE AND GUIDANCE 52
Local Guidance 52
Useful Links 52
Support for Staff 52
Support for students 53
Support for Adults 53
Support for Learning Disabilities 53
Contextual Safeguarding Network 53
Substance Misuse 53
Domestic Abuse 53
Criminal and Sexual Exploitation 53
Honour Based Abuse 54
Online Safety 54
What to do if you are concerned that a child/young person is being abused (flowchart for Education) ... 56
INFORMATION YOU MAY BE ASKED TO PROVIDE 56
INFORMATION &TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL 56
Children's Services- child protection referral 56
Advice is available from: 56
Possible indicators of abuse 59
The Designated Officer (DO) -also known as the Local authority Designated Officer (LADO) 60
Greater Manchester procedures online- Allegation management 60
When to contact the Local Authority Designated Officer (LADO) 60
Dealing with a disclosure 62
Advice for all members of staff & Volunteers 62

The role of the Designated Safeguarding Lead 63
MANAGING REFERRALS 63
RECORD KEEPING: 63
INTER-AGENCY WORKING AND INFORMATION SHARING: 64
TRAINING: 64
AWARENESS RAISING: 65
QUALITY ASSURANCE: 65
SUPERVISION AND REFLECTION: 66
Information for the DSL 66
DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD (DSL) 66
Peer Abuse including Sexual Violence and Harassment 67
Guidance note – public and private spaces 68
Supporting Children and young people 68
Managing Behaviour-masturbation 68
Sexual rights 69
Sexual acts and the Law 69
How to support 70

MOAT HOUSE

Schools Safeguarding Policy

POLICY AUTHOR	*LUCY COONEY* *HEADTEACHER. DESIGNATED SFAEGUARDING LEAD (DSL)*
RATIFIED BY THE GOVERNING BODY	*GOVERNORS MEETING 18/09/2024*
SIGNED:	*LAUREN DELEZIO*
TO BE REVIEWED:	*SEPTEMBER 2025 / AS GUIDANCE CHANGES*

At Moat House the following members of the school community hold the following positions

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Lucy Cooney	Jane Turton Tom Capewell	Jonathan King Please contact school Office

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

The Headteacher / Principal	Deputy Head / Principal (In the absence of the Headteacher)	Chair of Governors (In the event of an allegation against the headteacher)
Lucy Cooney	Tom Capewell	Lauren Delezio Please contact school Office

HR and legal support and advice is provided by: Stockport Local Authority

Moat House provides education for students who are pregnant, young mothers or vulnerable Key Stage 4 learners. Our students are between the ages of 14-19. There is an on-site baby nursery which is only open to mothers who attend Moat House. This Safeguarding policy is for all of "Moat House" including all babies in Nursery, all Students and staff within School.

Foreword by Lucy Cooney, Headteacher

Moat House school and nursery staff and Governors share a commitment to safeguarding the welfare of all members of our school community. Safeguarding is our highest priority.

All members of staff receive Safeguarding training and this helps to ensure that signs and symptoms of abuse are picked up. Our provision has 4 DSL's who are trained and experienced in their roles, they meet regularly for Safeguarding Supervision and liaise closely with safeguarding staff at Stockport Family. Completing an annual audit of process and procedures and attending network meetings ensures that Safeguarding knowledge is up to date.

Being explicit to staff, governors, students and visitors that Safeguarding is a priority and is everyone's job helps to ensure the opportunity for those wishing to cause harm to children is drastically reduced. Staff and governors work together to promote an open culture where it is accepted to challenge, in order to prioritise the welfare of students and babies.

Purpose and principles

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Moat House have in place for safeguarding and promoting the welfare of its students. It provides guidance to help staff who may have concerns about the safety or welfare of a child, and sets out the school's position in relation to the safeguarding process.

This policy:

- has been written in line with the Department for Education (DfE) statutory guidance – Keeping children safe in education, September 2024, and any other relevant UK legislation and government guidance.
- applies at all times when the school / Nursery is providing services or activities directly under the management of the Moat House staff.
- is publicly available on the schools website, and a printed copy can be made available via the school office.

This policy is consistent with all other policies adopted by the Governors and should in particular be read in conjunction with the following policies relevant to the safety and welfare of children:

- Anti-Bullying Policy
- Behaviour Management Policy
- Staff Code of Conduct
- E- safeguarding – Acceptable user
- Whistle blowing Policy
- Children missing from Education / Attendance Policy

OUTLINE

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners 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.

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 as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

("*Working Together to Safeguard Children" 2023)*

CHILD PROTECTION DEFINITION:

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online.

THIS SAFEGUARDING POLICY ENCOMPASSES CHILD PROTECTION.

RATIONALE:

At Moat House 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 approve 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, neglect or exploitation 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. This includes where they see, hear or experience its effects' when referring to domestic violence.

Staff and volunteers are updated on safeguarding issues frequently across the year – teaching and support staff discuss issues and concerns on a weekly basis and all staff are reminded about safeguarding at termly full staff meetings. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from harm.

Safeguarding- our approach

Introduction

At Moat House we recognise our statutory responsibility to safeguard and promote the welfare of all children. Safeguarding is everybody's responsibility and all those directly connected (staff, volunteers, governors, leaders, parents, families, and students) are an important part of the wider safeguarding system for children and have an essential role to play in making our school and nursery a safe and secure setting, with our students at the centre of all we do.

We believe that the best interests of children always come first. All children (defined as those up to the age of 18) have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity or orientation, have equal rights to protection.

> When concerned about the welfare of a child, staff will always act in the best interests of the child and if any member of our community has a safeguarding concern about any child or adult, they should act and act immediately.

Moat House works continuously to build and maintain an effective culture of safeguarding. We seek to provide an environment within school that will help children to be safe and to feel safe. In our school children are respected and are encouraged to talk openly. We will ensure children's wishes and feelings are taken into account when determining what safeguarding action to take and what services to provide.

Our core safeguarding principles are:

- **Prevention**: positive, supportive, safe culture, curriculum and pastoral opportunities for children, safer recruitment procedures.

- **Protection**: following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.
- **Partnership**: to ensure timely, appropriate communications and actions are undertaken by collaborating with the right people at the right time where there are safeguarding concerns.
- **Support**: for all students, parents and staff, and where appropriate specific interventions are required for those who may be at risk of harm

The procedures contained in this policy apply to all staff, governors, temporary and partner agency staff and volunteers. This policy is consistent with the statutory guidance set out in KCSIE 2024.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2024 (KCSIE) which requires individual school s and colleges to have an effective child protection policy.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. As part of our commitment to and compliance with safeguarding legislation and guidance; we also refer to:

- Working Together to Safeguard Children 2023 (WTSC)
- Ofsted: Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families 2000
- Early Years and Foundation Stage Framework 2023 (EYFS)
- The Education Act 2002
- Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Non-Maintained Special School s (England) Regulations 2015
- The Human Rights Act 1998
- The Equality Act 2010 (including the Public Sector Equality Duty)

Information sharing and confidentiality

We take data handling and information sharing seriously. Moat House 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 (DPA/UKGDPR) to ensure that our school is complaint with confidentiality and information sharing requirements. Our DPO is Lucy Cooney.

Sharing information enables practitioners and agencies to identify and provide appropriate services that safeguard and promote the welfare of children. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Staff also have a professional responsibility to be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children; this may include sharing information with the DSL and with other agencies as appropriate.

In regard to confidentiality and information sharing staff will only involve those who need to be involved, such as the DSL (or a deputy) and other allocated services. All staff are aware they cannot promise a child that they will not tell anyone about a report of any form of abuse, as this may not be in the best interests of the child.

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 School s
All members of staff must be aware that, whilst they have duties to keep information confidential, this must never get in the way of sharing concerns in the interests of safeguarding.

PURPOSE:

The purpose of the policy is to ensure that the welfare of children is always understood and promoted. 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 2024 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 and Safer Working Practice Guidance (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 Moat House. We expect that this policy takes primacy over other agency policies when work is being delivered on this site and/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. Colleagues from partner agencies who are **based** in our school adhere to Moat House policies regarding reporting concerns, safer working practice and the use of ICT.

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 acting 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:

Prevention
Procedures and Record Keeping
Safer Recruitment
Additional information and sources of support

Additional materials are referenced or provided in the Appendices.

Detailed procedural guidance and additional references are available to all staff and governors here- Greater Manchester Safeguarding Procedures .

PREVENTION

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 annex A. All staff are required to undertake annual safeguarding training and update training in line with KCSiE2024.

We deliver a broad, balanced and age appropriate RSHE (Relationships, 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 Head Teacher 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. For more information on how concerns are raised in school please see appendices.

Emerging issues and themes are proactively addressed and fed back to the Local Authority (LA) and Stockport Safeguarding Children Partnership (SSCP), via the Safeguarding in Education Service (SiES)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 students are discussions in key worker time and RSHE lessons, termly Student Review meetings and annual Student Questionnaires. Our Pastoral staff and Head teacher run an open door policy and students are welcome to discuss issues or concerns with them.

Our school's arrangements for consulting with, listening and responding to parents are our open door policy which all parents and carers are made aware of as well as the annual Parents' questionnaire and Parents' Evening in the Spring term.

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
- 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 in line with the requirements set out in KCSiE-at least every other year.
- 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.

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, exploitation 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, neglect or exploit a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by 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 caregivers) ensure access to appropriate medical care or treatment.
- include neglect of, or unresponsiveness to, a child's basic emotional needs

Complex Safeguarding

Complex safeguarding is used to describe criminal activity (often organised), or behaviour associated with 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.
- taking, collecting, and sharing of naked or semi-naked images and *upskirting*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to child-on-child abuse and such matters are always taken seriously. In our school we are pro-active in promoting to students that peer on peer abuse is unacceptable and will not be tolerated. Our enrichment activities are open to all, inclusive and do not discriminate. RSHE and, in some topic areas, English lessons promote ideas of democracy and equality. Students are encouraged to talk to pastoral staff / SLT about their progress at Moat House and any concerns they have around school.

Sexual Violence and Sexual Harassment

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 a zero-tolerance approach and recognise that 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 other children, adult students and school and college 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 as typical behaviour for 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; and

- 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 are staff are trained and informed of our approaches to this matter.

For information on the sharing of naked images please refer to page 22-23

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. 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 school s and colleges 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.

Early Help

Moat House works closely with Stockport Family, the Family Nurse Partnership and the Young Parents midwife. Pastoral staff and /or the Headteacher will attend TAF / TAC meetings where appropriate to better enable us to support our young people.

Roles & Responsibilities

Governance and leadership

The governing body and leadership team have a strategic responsibility for our safeguarding arrangements and will comply with their duties under legislation. The governing body have regard to the KCSIE guidance and will ensure our policies, procedures and training are effective and complies with the law at all times.

The governing body will facilitate a whole school approach to safeguarding which involves everyone. They will ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, so that all systems, processes, and policies operate with the best interests of the child at their heart.

The governing body are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements set out by the Stockport Safeguarding Children Partnership (SSCP).

The governing body and leadership team will ensure that there are policies and procedures in place to ensure appropriate action is taken in a timely manner to safeguard and promote children's welfare.

The headteacher will ensure that our child protection and safeguarding policies and procedures adopted by the governing body, are understood, and followed by all staff.
The headteacher will allocate sufficient time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings.
The headteacher will ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with confidential reporting/whistle blowing procedures.
The headteacher will ensure that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.
The headteacher will liaise with the Local Authority Designated Officer (DO) where an allegation is made against a member of staff and ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
The headteacher will ensure any learning requirements following an allegation form part of a management review are implemented effectively and will work with LA Officers as needed such as the Senior Advisor for Safeguarding in Education.

The governing body will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The governing body and leadership team will ensure that the DSL is supported in their role and is provided

with sufficient time so they can provide appropriate support to staff and children regarding any safeguarding and welfare concerns.

The school has a nominated governor for safeguarding. The nominated governor will support the DSL and have oversight in ensuring that the school has an effective policy which interlinks with other related policies, that locally agreed procedures are in place and being followed, and that the policies are reviewed at least annually or more often when required.

Designated Safeguarding Lead (DSL)

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL).

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems (including online safety) in Moat House. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

The school has also appointed Deputy DSLs who will have delegated responsibilities and act in the DSL's absence.

The DSL (and any deputies) ensure there are robust systems to build an understanding of the presenting safeguarding needs of our children and young people. They retain oversight and will support and advise where there are safeguarding concerns. They will ensure an appropriate response is co-ordinated.

It is the role of the DSL to carry out their functions as identified in Annex C of KCISE 2024. This includes but is not limited to:

- Acting as the central contact point for all staff to discuss any safeguarding concerns
- Maintaining a confidential recording system for safeguarding and child protection concerns
- Coordinating safeguarding action and intervention for individual children
- When supporting children with a social worker or looked after children, the DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child, with the DSL liaising closely with the designated teacher.
- Liaising with other agencies and professionals in line with KCSIE 2024 and WTSC 2018
- Ensuring that locally established procedures as put in place by the three safeguarding partners as part of the Stockport Safeguarding Children Partnership (SSCP) procedures, including referrals, are followed, as necessary.
- Representing the school at multi-agency safeguarding meetings (including child protection conferences), or ensuring appropriate representation
- Managing and monitoring the school role in any multi-agency plan for a child.
- Being available during school hours for staff in the school to discuss any safeguarding concerns.

- Helping promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Ensuring adequate and appropriate DSL cover arrangements in response to any closures and out of hours and/or out of term activities.
- Ensuring all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE.
- Liaising with the headteacher to inform them of any safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Ensuring that the requirement for children to have an Appropriate Adult (PACE Code C 2019) is understood and observed at all times.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. Deputy DSLs will be trained to the same standard as the DSL. The DSLs' training will be updated formally at least every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually. This will include attending network events, reading updates and bulletins and engaging with the SSCP.

Members of staff

All staff play a particularly important role in safeguarding as they are in a position to identify concerns early, provide help for children, promote children's welfare, and prevent concerns from escalating.

All members of staff have a responsibility to:

- provide a safe environment in which children can learn.
- be aware of the indicators of abuse and neglect and exploitation so that they can identify cases of children who may need help or protection.
- know what to do if a child tells them that they are being abused, neglected, or exploited and understand the impact abuse and neglect can have upon a child.
- be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- be prepared to identify children who may benefit from early help.
- understand the early help process and their role in it.
- understand the school safeguarding policies and systems.
- undertake regular and appropriate training which is regularly updated.
- be aware of the local process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- know how to maintain an appropriate level of confidentiality.
- reassure children who report concerns that they are being taken seriously and that they will be supported and kept safe.
- act in line with Teachers' Standards 2012 which state that teachers (including headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

Staff at Moat House recognise 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 being abusive or harmful. This should not prevent staff from having professional curiosity and speaking to a DSL if they have any concerns about a child.

Staff at Moat House will seek to build trusted relationships with children, young people and parents/carers which facilitate appropriate professional communication in line with existing and relevant policies.

The DSL has a Job Description which sets out their role and the expectations placed upon them.

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 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.

We will notify any Lead Social Worker if:

- a student subject to a Child Protection Plan (CPP) is excluded (fixed term or permanent)
- there is an unexplained absence of a student / baby 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 school 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'.
Further information regarding our approach and expectations can be found in our behaviour policy and positive handling policy and is in line with the DfE 'Use of reasonable force in school s' guidance.

Staff at Moat House have received Team Teach training in July 2023.

Students who harm others (peer on peer 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.

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.

.

SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY (including Early Years provision)

Moat House 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 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 young people under appropriate supervision and in accordance with the Moat House 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.

ALL Moat House students are required to surrender their mobile phone on entry to the building.

Students are not permitted to directly access items that do not belong to the school, without appropriate risk assessments and permission being sought.

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 Head Teacher 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 school s 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 - E-Safeguarding policy.

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/carer permission and other relevant policies

Personal mobile phones

To protect children, we will ensure that personal mobiles:

- Are stored securely and locked away and will be switched off whilst staff are on duty.

- 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 Headteacher. This requirement is displayed on our safeguarding notice in our visitor signing in form.

In line with Keeping children safe in education 2024, we have a clear policy on the use of mobile technology in the school

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.
- 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, we have taken appropriate steps such as DBS checks, references and parental consent 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.

Alternative Provision

Occasionally, when we have explored all alternatives, we may work with other organisations to provide alternative education provision. We understand that the welfare of students remains our responsibility. We will always ensure that any placements can fully meet their needs, and that they meet the standards set out in local and national guidance. We will proactively monitor attendance, attainment, and welfare.

Good alternative provision

We will ensure we identify and work with organisations which appropriately meet the needs of pupils enabling them to achieve good educational attainment on par with their mainstream peers. We believe all pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves.
When identifying alternative provision, we will look for evidence of common elements that alternative provision should aim to achieve, including:

- Good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
- That the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
- Improved pupil motivation and self-confidence, attendance, and engagement with education; and
- Clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training, or employment.

For further information and guidance please visit- Stockport Alternative Provision

The sharing of nude or semi-nude pictures (SOMETIMES KNOWN AS SEXTING)

In the latest advice for school s 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:
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

Online Harms

We recognise that technology can be a significant component in many safeguarding and wellbeing issues; children are at risk of abuse online from people they know (including other

children) and from people they do not know; in many cases, abuse will take place concurrently via online channels and in daily life We take steps to reduce these harms through our curriculum and the application of our policies and ensure staff know to be professionally curious about the online lives of our children.

Cybercrime

We understand that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer/internet enabled device) cybercrime.

If staff are concerned that a child may be at risk of becoming involved in cyber-dependent cybercrime, the DSL or a deputy will be informed, and consideration will be given to accessing local support and/or referring into the Cyber Choices programme , which aims to intervene when 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.

Where there are concerns about 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online, child sexual abuse and exploitation, or other areas of concern such as online bullying or general online safety, they will be responded to in line with the child protection and other appropriate policies.

See also- https://www.gmp.police.uk/advice/advice-and-information/fa/fraud/online-fraud/cyber-crime-fraud/

CYBER-BULLYING

Cyber bulling is defined and covered in our anti-bullying policy

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.

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. 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/

At Moat House we ensure that we have suitable filtering and monitoring systems in place, as described in KCSIE 2024. Our e-safe system sends weekly updates to our Headteacher / DSL and Deputy DSL for monitoring purposes. When issues / concerns are raised our Headteacher receives an email within hours and must confirm the response given/action taken as soon as possible. The DSL ensures they are in line with those set out in KCSIE 2024 and meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges

Moat House has a rigorous induction process and in line with our e-safeguarding policy, students only receive a password following their ICT induction lesson and discussions around acceptable use of the internet in school.

Mental health and wellbeing

KCSIE 2024 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda.

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

Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic Adverse Childhood Experiences (ACEs), can impact on their mental health, behaviour, and education.

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

If staff are concerned about a child's mental health, they understand they must treat it as a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

PROCEDURES AND RECORD-KEEPING

Moat House will follow Greater Manchester Safeguarding Procedures in detail and adhere to any local guidance and policies from SSCP as required.

Sharing concerns

How to raise concerns

At Moat House we display around school in communal areas Safeguarding Notices which include the names and photographs of the DSL and the Deputy DSL – these staff are full time and based in school.

This notice also includes the phone numbers for both Stockport and Tameside Safeguarding units. The notice is clear that is anyone is concerned about the safety of a child they can speak confidentially with the DSL or contact the Safeguarding unit themselves – "ANYONE CAN MAKE A REFERRAL" is the message displayed

For Students

During Induction sessions, RSHE lessons, wellbeing sessions and assemblies students are reminded that there are staff in school who they can talk to if they have any concerns.

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 Local Area Designated Officer (DO), whenever necessary.

There is always a DSL available 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.

For staff, visitors, and others:

As well as the Safeguarding notices displayed around Moat House, on arrival staff and visitors are asked to read the notice clearly displayed where they sign in.

For parents and carers:

Allegations from Parents should always be shared with the Headteacher / deputy DSL who will advise them on the correct process to share their concern. Our Complaints procedure is visible on our school website, but where there is an allegation of a safeguarding nature, the complainant is encouraged to contact the Safeguarding unit for immediate advice.

Supervision and support

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child's safety or welfare.

Moat House will ensure that members of staff who are working within the foundation stage are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage (EYFS) 2021. For schools with early years and foundation stage provision only.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff are supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, Counselling, and welfare services.

Whistleblowing/Confidential Reporting

Safer culture- As part of our approach to safeguarding, the School has created and embedded a culture of openness, trust, and transparency in which our values and expected behaviour as set out in our staff code of conduct and safer working practice are constantly lived, monitored and reinforced by all staff (including supply teachers, volunteers and contractors) and where all concerns are dealt with promptly and appropriately.

Staff are encouraged and should feel confident to self-refer, if 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. This includes where concerns may be felt to be deliberately invented or malicious; such allegations are extremely rare and as such all concerns should be reported and recorded.

As part of our ongoing commitment to safeguarding we work to ensure we have a culture where everyone has a voice. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

If there are concerns about a colleague, or any other adult in our setting then these should be shared with the Head, or the Deputy in their absence.

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

If the allegation is against the Head, the Chair of Governors should be contacted immediately, and s/he seek advice from the DO. If the allegation is against both Head 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.

Our school has a whistleblowing procedure-this was ratified by Governors in November 2022 and all staff have access to this policy via the shared area on the computer server. It is important to note that 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/college Whistleblowing procedure and are aware of their duty to report concerns about the conduct of a colleague that could place a child at risk.

Our Whistleblowing/Confidential Reporting policy can be found in the staff shared area.

If a staff member feels unable to raise an issue within our setting, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

• general guidance on whistleblowing can be found via: **advice on whistleblowing**

• the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have anxiety about doing so- 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 LADO and the Senior Advisor for Safeguarding in Education are aware

Recording concerns

All safeguarding concerns, discussions, decisions, and reasons for those decisions, will be recorded in writing on the school safeguarding concern form and passed without delay to the DSL. Our records will include a clear and comprehensive summary of any concerns, details of how concerns were followed up and resolved, and a note of any action taken, decisions reached and outcomes.

Records will be completed as soon as possible after the incident/event, using the child's words, and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if visible injuries have been observed.

If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.

If members of staff are in any doubt about recording requirements, they will discuss their concerns with the DSL.

Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcome.

Child protection records will be kept confidential and stored securely. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the school. Child protection records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL.

All child protection records will be transferred in accordance with data protection legislation to the child's subsequent school , under confidential and separate cover as soon as possible; within 5 days

for an in-year transfer or within the first 5 days of the start of a new term. Child protection files will be transferred securely to the new DSL, separately to the child's main file, and a confirmation of receipt will be obtained.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new school or college in advance of a child leaving, for example, information that would allow the new school or college to continue to provide support.

Where the school receives child protection files from another setting, the DSL will ensure key staff such as the Special Educational Needs Co-Ordinators (SENDCOs)/ named person with oversight for SEN, will be made aware of relevant information as required.

Where a student joins the school and no child protection files are received, the DSL will proactively seek to confirm from the previous setting whether any child protections exist for the student, and if so, if the files have been sent.

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 (DPA/UKGDPR) 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

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

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.

Safeguarding and School Attendance

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Our school has systems and staff in place to monitor attendance. We use a range of approaches to sharing and addressing attendance concerns. For further information please see our attendance policy, a copy of which is available in our shared drive.

Persistently and severely absent children

Persistent absence is when a pupil's overall absence equates to 10% or more of possible sessions. Severe absence is when a pupil enrolment's overall absence equates to 50% or more of their possible sessions. When a child/young person is recognised as being severely absent school/college staff will seek to understand the context, and will consider sharing concerns with other professionals in relation to educational neglect.

Educational neglect

Educational neglect may refer to a parent's or carer's failure to ensure their child's educational needs are being met. Children have a legal right to an education and so failing to send a child to school regularly may be an example of educational neglect. It isn't illegal to take a child out of school if their parents/carers are providing an alternative educational provision, such as home-schooling.

When a child is severely absent we will consider with other partners if there is evidence of educational neglect.

Children Missing Education

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

At Moat House 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.

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.

Elective Home Education (EHE).

Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, we will respond in line with Elective Home Education – national guidance. We will work together with parents/carers and other key professionals and organisations to ensure decisions are made in the best interest of the child.

Searching and Screening

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the school behaviour policy and/or 'Searching, Screening and Confiscation' policy which is informed by the DfE 'School' guidance.

The national DfE 'Searching, Screening and Confiscation' guidance was updated July 2023 and we recommend headteachers and DSLs read it in full.
The designated safeguarding lead (or deputy) will be informed of any searching incidents, this will be done as a matter of urgency where the member of staff has reasonable grounds to suspect a pupil was in possession of a prohibited item/s such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

or any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence,
- to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations
- tobacco and cigarette papers
- fireworks
- pornographic images

Staff members should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Advice from the Head and or DSL will be sought if is thought a police search is required.

The headteacher and DSL are aware of the requirement for children to have an Appropriate Adult (PACE Code C 2019) where there is a need for detention, treatment and questioning by police officers and will respond to concerns in line with our school 'Searching, Screening and Confiscation' policy and/or behaviour policy, which is informed by the DfE 'School' guidance.

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. Our staff will provide a consistent experience to support children in developing positive behaviour.
- Our Team Around the School (TAS) partnership.
- Liaison with other appropriate agencies which support the pupil.
- Developing supportive relationships.
- Recognition that children living in difficult home environments are vulnerable and need 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, Network events, 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
- children with SEN and disabilities being disproportionally impacted by things like bullying - without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers

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

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 Stockport's-multi-agency-response-to-need-guidance-documentdocument 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 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. 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-on-peer
- Children at risk of radicalisation
- Emotional wellbeing & mental health
- Sexual health needs
- Obesity/malnutrition
- Online grooming
- Inappropriate behaviour of staff towards children
- Self-Harm
- Bullying in its various forms
- Discrimination in its various forms
- Female Genital Mutilation
- Forced Marriage
- Young carers
- The potential additional needs of some learners such as- Children Looked After (CLA), children who are care experienced, 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
- Pregnancy and new parental issues including mental health needs

The DSL and their deputy is/are member(s) of the school senior leadership team. 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.

Moat House staff contribute to assessments and actively support multi- agency planning for children. Staff understand 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 refer to Stockport's-multi-agency-response-to-need-guidance-document to support 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.

Parents and Students are invited to be involved in the planning of their education and reviewing their progress, students are made aware that Moat House works with various partners under the Stockport Family umbrella and these services enable Moat House to offer wrap around Care including being part of ***Team around the school (TAS)*** meetings. Permission is sought from parents / students in advance of sharing information – unless there is an immediate safeguarding concern. As part of our induction programme, parents meet with the Headteacher when they are involved and the role of the DSL is explained clearly to both parents and students, including the duty of the DSL to report any concerns which may arise in order to protect baby / unborn baby.

EXTREMISM AND RADICALISATION

All schools and colleges are subject to a duty under section 26 of the Counter- Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from becoming terrorists or supporting terrorism". This duty is known as the Prevent duty. The DSL/DDSL and other senior leaders in our settings are familiar with and have undertaken training in relation to the Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education (and also covers childcare).

Moat House seek 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.

Moat House is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern.

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assemblies, integration of pupils by gender and SEN, the application of the anti-bullying policy and a commitment to building and maintaining an inclusive and fair school environment and community. Moat House achieves this through its extensive pastoral work, rigorous induction (ICT), RSHE lessons, Assemblies and Parenting classes.

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.

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. Where we are concerned that domestic abuse or violence is present in the home, we will follow our safeguarding and domestic abuse processes, working with Stockport Family to ensure our young people are safe and sharing our concerns with appropriate agencies.

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.

So Called Honour Based Violence (HBV) including Forced Marriage (FM): Our staff have been trained to understand so called 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

The criminal exploitation of children 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.

Serious Youth Violence

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 school s or single agencies alone.

In our school we will seek to support, help, and protect children on the school site, and to teach our 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)

At Moat House, 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., Google Classroom. Should exception be required this will be with permission of the Headteacher.**
There is an expectation that staff and pupils will engage with home learning by adhering to the principles described in our existing staff code of conduct, pupil behaviour policy and online acceptable behavior policies. Where we have issued additional guidance in relation to online working, this will be circulated via school systems and staff will be advised accordingly.
Staff and pupils will be advised how to share concerns as part of any alternative arrangements
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.

Due to the nature of our cohort it may be that more than one member of staff is able to access the online classroom to ensure staff and students are aware that there is monitoring and transparency. Lessons to a virtual audience will be timetabled and agreed in advance by the Headteacher /Deputy Head.

In making our arrangements we will be cognisant of Safeguarding and remote education during coronavirus (COVID-19)

Site safety & security

We take the safety of staff and pupils 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.

We follow the Government Guidance of November 2019 -school -and-college-security, in line with Stockport council.

When leasing the building we ensure we follow the guidance outline in KCSIE2024 and check the safeguarding policies and processes of those involved.

SAFER RECRUITMENT AND SAFER WORKING PRACTICE

The school pays full regard to DfE guidance 'Keeping Children Safe in Education' 2024, Disqualification under the Childcare Act 2006 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 appropriate Disclosure and Barring Service (DBS) and reference checks, verifying identity, academic and vocational qualifications, obtaining professional references, checking previous employment history and ensuring the person has the right to work in the UK. Our practices also include undertaking interviews and checking if individuals are barred or prohibited from working with children in accordance with DBS and Department for Education (DfE) guidance. We also complete online checks as set out in KCSiE. 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 a member of the SLT.

- All members of staff are required to work within our clear guidelines on safer working practice as outlined in the school code of conduct.

- The DSL will ensure that all staff and volunteers (including agency and third-party staff) have read our Safeguarding and child protection policy and are aware of the school expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy (AUP).

- Staff will be made aware of the school behaviour management and Positive handling (physical intervention) policies. Staff will manage behaviour effectively to ensure a good and safe educational environment and will have a clear understanding of the needs of all children. Any physical interventions and/or use of reasonable force will be in line with our agreed policy and procedures, and national guidance.

- All staff will be made aware of the professional risks associated with the use of social media and electronic communication (such as email, mobile phones, texting, social networking). Staff will adhere to relevant school policies including staff behaviour policy, mobile and smart technology, Acceptable Use Policies (AUPs), and social media.

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 2024" and SSCP, LADO 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 and Safer Working Practice Guidance.
- Adequate risk assessments are in place including extended school / wrap around provision, volunteers, work placements and holiday activities (directly related to school).
- Staff are clear how to raise a concern, and where, when appropriate, to find 'whistleblowing' policies. They are also confident of how 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).
- Supply teachers are informed of expectations regarding behaviour and behaviour management. Any concerns relating to supply teachers or others will be passed to the LADO and or others as required. Any organisations hiring the building are also subject to these expectations and processes.

  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

Concerns that do not meet the 'harm threshold' (low level concerns)

In some cases, we may still need to take action in response to 'low-level' concerns about staff. Additional information regarding low-level concerns is contained with our staff code of conduct – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.
More detailed guidance and case studies on low-level concerns can be found in
'Developing and implementing a low-level concerns policy'

We strive to build an open and transparent culture in which concerns about **any** adults working in or on behalf of the school are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic, or concerning behaviour early, minimise the risk of

abuse and ensure that adults working in or on behalf of the school are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school may have acted in a way that is inconsistent with our staff code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from a number of sources. For example, suspicion, complaints, or allegations made by a child, parent, or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded, and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our code of conduct to headteacher
Where low-level concerns are reported to the school, the headteacher will be informed of all low-level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.

- The headteacher will share concerns and liaise with the LADO
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is 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, we will consult with the LADO or the Strategic Lead for Safeguarding in Education (SLSE).

Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.

- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK DPA/UKGDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example consulting with the LADO or the SLSE and following our disciplinary procedures.

Staff learning and development

Learning about safeguarding is given an essential part of staff development at Moat House. We are committed to building knowledge and expertise and to ensuring strong internal capacity through performance management 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 have a comprehensive induction, this includes reading and understanding:

- Information sharing: advice for practitioners who are providing safeguarding services
- Part one / Annex A of 'Keeping children safe in education 2024'
- School Behaviour Policy
- School Policy for Children Missing from Education
- Staff Code of Conduct
- 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
- Mental Health and Wellbeing Lead
- Designated Teacher for Looked After 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
- SSP Multi-Agency Learning and Development Programme
- Leaflets
- Mentoring
- Online learning
- The sharing of materials detailing referral processes and key topics
- Shadowing
- Staff code of conduct
- Staff induction pack
- Standing agenda item staff meetings
- In-house training

All learning and training is 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 thereafter in the performance management process to ensure all compulsory learning has taken place.

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

All 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.

Working in our school - practice & expectations

Staff awareness, induction, and training

All members of staff have been provided with a copy of part one or annex A of 'Keeping Children Safe in Education' 2024 which covers safeguarding information for staff.

- School leaders, including the DSL will read KCSIE in its entirety.
- School leaders and all members of staff who work directly with children will read annex B.
- All members of staff have signed to confirm that they have **read and understood** the national guidance shared with them.

All new staff and volunteers (including agency and third-party staff) receive safeguarding and child protection training (including online safety), including information to ensure they are aware of the school internal safeguarding processes, as part of their induction. This training is regularly updated and is in line with advice from the safeguarding partners.

All governors and trustees receive appropriate safeguarding and child protection (including online safety) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure that our safeguarding policies and procedures are effective and support the delivery of a robust whole school approach to safeguarding. This training is regularly updated.

All staff members (including agency and third-party staff) will receive appropriate child protection training (including online safety) to ensure they are aware of a range of safeguarding issues. This training will be updated at least annually.

Online safety training for staff will be integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

In addition to specific child protection training, all staff will receive regular safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Moat House recognises the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis and staff are encouraged to contribute to and shape school safeguarding arrangements and child protection policies.

The DSL and headteacher will provide an annual report to the governing body detailing safeguarding training undertaken by all staff and will maintain an up-to-date record of who has been trained

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.

List of cross-referenced policies:

- Attendance Policy
- Data Protection
- Staff code of conduct

Additional information & Support

Appendices

POSTER logo

Insert school

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 Lead is: YOU MAY WISH TO INSERT PHOTOS	Our Deputy Designated Safeguarding Lead is:

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 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

Useful Links

Local Guidance & information

Greater Manchester Safeguarding Procedures- follow the link and search key words.

Stockport Suicide Prevention

Stockport Early Help Assessment

https://www.stockport.gov.uk/team-around-the-school

http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf

Relevant local links should be added; additional links can also be found in Part Two and Annex B KCSIE.

Professional standards

Teachers_standard_information.pdf

The-7-principles-of-public-life

National-standards-of-excellence-for-headteachers

NSPCC 'Report Abuse in Education' Helpline

- 0800 136 663 or help@nspcc.org.uk

National Organisations

- NSPCC: www.nspcc.org.uk
- Barnardo's: www.barnardos.org.uk
- Action for Children: www.actionforchildren.org.uk
- Children's Society: www.childrenssociety.org.uk
- Centre of Expertise on Child Sexual Abuse: www.csacentre.org.uk

Support for Staff

- Education Support Partnership: www.educationsupportpartnership.org.uk
- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline
- Harmful Sexual Behaviour Support Service: https://swgfl.org.uk/harmful-sexual-behaviour-support-service

Support for students

- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- The Mix: www.themix.org.uk
- Shout: www.giveusashout.org
- Fearless: www.fearless.org
- Victim Support: www.victimsupport.org.uk

Support for Adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- The Samaritans: www.samaritans.org
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk
- Shout: www.giveusashout.org

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk
- Council for Disabled Children: https://councilfordisabledchildren.org.uk

Contextual Safeguarding Network

- https://contextualsafeguarding.org.uk/

Resilience Hub

Greater Manchester Resilience Hub

Substance Misuse

- MOSAIC-MOSAIC Drug and Alcohol Services
- Talk to Frank: www.talktofrank.com

Domestic Abuse

- Domestic abuse services: www.domesticabuseservices.org.uk
- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- National Domestic Abuse Helpline: www.nationaldahelpline.org.uk
- Respect Phoneline: https://respectphoneline.org.uk

Criminal and Sexual Exploitation

- National Crime Agency: www.nationalcrimeagency.gov.uk/who-we-are

- It's not okay: www.itsnotokay.co.uk
- NWG Network: www.nwgnetwork.org
- County Lines Toolkit for Professionals: www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit

Honour Based Abuse

- Karma Nirvana: https://karmanirvana.org.uk
- Forced Marriage Unit: www.gov.uk/guidance/forced-marriage
- FGM Factsheet: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf
- Mandatory reporting of female genital mutilation: procedural information: www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
- The right to choose - government guidance on forced marriage: www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

Child-on-Child abuse, including bullying, sexual violence and harassment.

- Rape Crisis: https://rapecrisis.org.uk
- Brook: www.brook.org.uk
- Upskirting – know your rights: www.gov.uk/government/news/upskirting-know-your-rights
- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now! www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Diana Award: www.antibullyingpro.com/
- Bullying UK: www.bullying.co.uk
- Kidscape: www.kidscape.org.uk

Online Safety

- NCA-CEOP: www.ceop.police.uk and www.thinkuknow.co.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk
- Childnet: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Report Harmful Content: https://reportharmfulcontent.com
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Matters: www.internetmatters.org
- NSPCC: www.nspcc.org.uk/onlinesafety
- Get Safe Online: www.getsafeonline.org
- Parents Protect: www.parentsprotect.co.uk
- Cyber Choices: https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices
- National Cyber Security Centre (NCSC): www.ncsc.gov.uk

Mental Health & Emotional Wellbeing

- Mind: www.mind.org.uk
- Kooth- https://www.kooth.com/
- Moodspark:https://moodspark.org.uk
- Young Minds: www.youngminds.org.uk

- Anna Freud: www.annafreud.org/schools-and-colleges/ Stockport

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Stop Hate UK- https://www.stophateuk.org/
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

Children with Family Members in Prison

- National information Centre on Children of Offenders (NICCO): https://www.nicco.org.uk/

Children in 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.

- 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 tool l with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

What to do if you are concerned that a child/young person is being abused (flowchart for Education)

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 &TELEPHONE NUMBERS FOR CONSULTATION AND REFERRAL

Children's Services- child protection referral

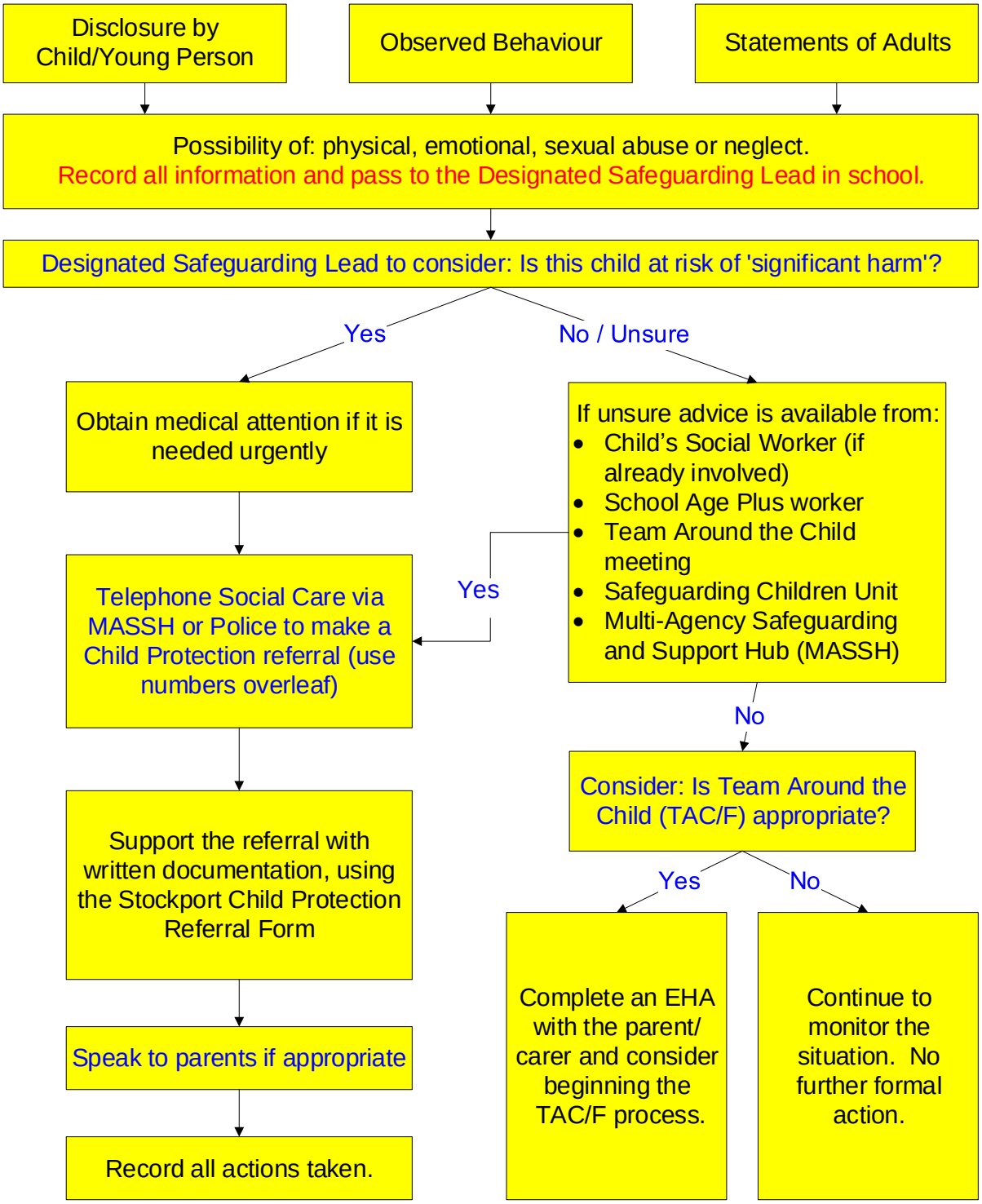
- Online (to the MASSH)- https://www.stockport.gov.uk/contacting-the-massh
- The Multi –agency Safeguarding and Support Hub (MASSH)
  Monday to Thursday 8.30am to 5.00pm,
- Friday 8.30am to 4.30pm.
  tel. (0161) 217-6028 or 6024.
  Out of hours referrals and advice Tel: (0161) 718-2118
- Greater Manchester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

Advice is available from:

- Child's Social Worker (if already involved
- Named School Social Worker
- 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

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.

http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf

Possible indicators of abuse

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

Sexual

- Genital discomfort, pain, itching, bruising, injuries
- Public /compulsive masturbation
- Eating disorders
- Sexually explicit behaviour or language not age
- Sexually Transmitted Infection
- Sexually explicit drawings
- Pregnancy

Physical

- Bruises, black eyes and broken bones
- Unexplained or untreated injuries
- Injuries to unusual body parts e.g. thighs, back, abdomen
- Bruising that resembles hand/finger marks
- Burns/scalds
- Human bites/cigarette burns
- Injuries that the child cannot explain or explains unconvincingly
- Injuries in babies and non-mobile children

Behaviour

- Change in general behaviour
- Low self-esteem
- Extremely passive/aggressive
- Sleeping difficulties
- Eating disorder
- Lethargy/tiredness
- Fear of certain adults
- Poor social relationships
- Bullying/anti-social behaviours
- School/college attendance difficulties
- Disclosure
- Self-harm

Neglect

- Inappropriately dressed
- Undernourished/always hungry
- Untreated medical problems e.g., dental decay, head lice etc.
- Lethargy, tiredness or aggressive tendencies
- Lack of basic needs being met- food, shelter warmth etc.

Emotional

- Physical, mental & emotional development lags
- Talks of excessive punishment
- Fear of parents being contacted
- Sudden speech disorders
- Running away
- Self-deprecation, low self esteem

Online Abuse

Contextual Safeguarding

26/09/2018

The Designated Officer (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 Local Authority Designated Officer (LADO)

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 and maintain neutral body language.
- 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/college 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

The role of the Designated Safeguarding Lead

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
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.

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

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. All downloadable documents are here.

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

http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf

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 schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2024) . 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 make contact with 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 arrangements Archive these records in accords with the schedule of retention.

We will continue to support 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 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 DPA/UKGDPR, 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 2021) 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 policies on data protection and information sharing are available to staff on the shared drive and refer 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

TRAINING:

Undertake appropriate training, and access to updates and networks 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 multi agency responses- https://www.stockport.gov.uk/contacting-the-massh/contacting-the-massh /http://www.safeguardingchildreninstockport.org.uk/wp-content/uploads/2023/04/Stockports-multi-agency-response-to-need-guidance-document.pdf
- 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 KCSIE2024 document should be provided to staff at induction. 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

AWARENESS RAISING:

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

Ensure the school'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, neglect and exploitation 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 2024)

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

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 make a decision 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.

Peer Abuse including Sexual Violence and 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'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. More support can be found:

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

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 school s and make appropriate plans to reduce it. Further information can be found in KCSIE 2024.

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.**

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

***** This is not part of the policy*****

Guidance note – public and private spaces

All children including those with learning disabilities and/or additional needs can sometimes display concerning, problematic, harmful or abusive sexual behaviours.

These behaviours can range from inappropriate masturbation, touching, and sexualised language, problematic online behaviours e.g., viewing inappropriate, harmful and/or illegal content including pornographic material, sharing or viewing images.

It can be challenging for families, carers and professionals to manage these behaviours and may leave them feeling conflicted about feeling they are restricting personal choice and freedom, whilst seeking to support individual behaviour and manage any possible harms. Such behaviours that might be considered inappropriate in childhood or adolescence can be viewed very differently in later life and might bring the individual to the attention local services and possibly the police.

Supporting Children and young people

- Consider how you can build understanding appropriate vs inappropriate behaviours.
- Ensure they have access to adapted and appropriate relationships and sex education (RSE) within education settings.
- Ensure you include work on keeping safe online.
- Be aware of vulnerabilities of peers, siblings and others in their immediate social network (friends, family etc).

Managing Behaviour-masturbation

All children and young people should be given support and information to manage their behaviours as safely as possible. Where there are concerns in school or college a plan should be agreed which includes parents and carers and the child's voice which looks to move the child or young person to an appropriate place when engaging in acts of masturbation. The aim will be to develop a process where the individual understands about safe and appropriate spaces which is meaningful and tangible to them. This approach can be carefully built on a ***not there, but here*** approach. It is important everyone working with the child or young person and their families and carers all work consistently to address problematic behaviours through the plan and everyone understands why the outcomes are important. Such as avoiding distress to self and others, long term concerns particularly in adult behaviour etc- law and enforcement. Work with the young person needs to focus on building and understanding of private and public places. School and colleges need to work to ensure that any spaces that children or young people elect to use are private. So not shared toilets/toilets with adjoining cubicles where someone else may be upset by another's actions. One person's behaviours should not offend or distress any other.

Sexual rights

Sexual rights embrace human rights that are already recognised in national laws, international human rights documents and other consensus statements. They include the right of all persons, free of coercion, discrimination and violence, to:

- the highest attainable standard of sexual health, including access to sexual and reproductive health care services;
- seek, receive and impart information related to sexuality;
- sexuality education;
- respect for bodily integrity;
- choose their partner;
- decide to be sexually active or not;
- consensual sexual relations;
- consensual marriage;
- decide whether or not, and when, to have children; and
- pursue a satisfying, safe and pleasurable sexual life.

The responsible exercise of human rights requires that all persons respect the rights of others.

WHO- https://www.who.int/reproductivehealth/topics/gender_rights/sexual_health/en/#:~:text=Sexual%20health%20requires%20a%20positive,of%20coercion%2C%20discrimination%20and%20violence.

Sexual acts and the Law

Sexual Offences Act- 71Sexual activity in a public lavatory

[F1(1)A person commits an offence if—

(a)he is in a lavatory to which the public or a section of the public has or is permitted to have access, whether on payment or otherwise,

(b)he intentionally engages in an activity, and,

(c)the activity is sexual.

(2) For the purposes of this section, an activity is sexual if a reasonable person would, in all the circumstances but regardless of any person's purpose, consider it to be sexual.

In summary masturbation in a toilet is likely to be considered an offence, so the creation of a plan, the use of appropriate spaces and the reinforcement of this is important in supporting children and

young people in their transition to adulthood. Remember distress and alarm toothers is a consideration. School and college toilets are likely to meet the test of being a public toilet.

How to support

Have a shared script (not here, but here), be consistent.

Do you need/have a relationships and sex policy for students, does it contain/ need a masturbation section or stand-alone policy

As professionals we should seek to support children and young people as soon as we can. Ultimately the message needs to be clear about what is ok. Designating a room for masturbation and as being ok may be challenging for the young person we need to build a system that doesn't require a state of learning and unlearning where we can. For example, if you say not in the toilet, but yes in the sensory room, is that more helpful or private? If you direct young people to a quite small room, how do they know if in a new setting or on a work placement that a store cupboard isn't ok?