



## Policy Document

# Marple Hall School Safeguarding Policy

Staff responsible for policy: *Claire Gregory/Matt Woodcock*

Date reviewed: Spring 2023

Date approved by Governors:

Signed by Chair of Committee:

Signed by Headteacher:

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## Safeguarding Policy

<b>POLICY AUTHOR</b>	<i>C Gregory DSL/M Woodcock OSL</i>
<b>RATIFIED BY THE GOVERNING BODY</b>	
<b>CHAIR OF GOVERNORS &amp; SAFEGUARDING GOVERNOR</b>	SIGNED:
<b>TO BE REVIEWED:</b>	<i>Spring 2024</i>

At Marple Hall School the following members of the school community hold the following positions

<b>SLT Designated Safeguarding Lead</b>	C Gregory – Deputy Head
<b>Operational Safeguarding Lead</b>	M Woodcock
<b>Deputy Safeguarding Officers</b>	B Cook – Director of Pastoral KS3 R Follett – Assistant Head KS4 L Allison – Head of Year E Burnell – Head of Year J Butler – Head of Year C Chadwick – Head of Year H Kirkbright – Head of Year
<b>Safeguarding Governor</b>	Dr S Crowther

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

<b>The Headteacher</b>	<b>Deputy Head (in the absence of the Headteacher)</b>	<b>Chair of Governors (in the event of an allegation against the Headteacher)</b>
Joe Barker	Claire Gregory Colin Sharp	Paul Cavanagh

HR and legal support is provided by: Heads HR

**Foreword by Joe Barker, Headteacher.**

Marple Hall School's commitment to safeguarding the welfare of our students is our highest priority. The culture and ethos of our school aim to ensure that the signs and symptoms of abuse are identified, thus the opportunity for those wishing to cause harm to children is drastically reduced.

The purpose of this document is to ensure that all stakeholders are aware of the arrangements that Marple Hall School has 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 our 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 and any other relevant legislation and guidance. It applies at all times when the school is providing services or activities directly under the management of the Marple Hall School staff. This policy is publicly available on the school website and a printed copy can be made available on request to the school.

This policy is consistent with all other policies adopted by the Governors.

## OUTLINE

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

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 action. In line with this understanding, any adult working or volunteering in the school community has a responsibility to recognise when a child or young person may be in need or be vulnerable in some way, and to respond to this recognition in a timely and appropriate way.

### SAFEGUARDING DEFINITION:

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

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

*("Working Together to Safeguarding Children" DfE 2018)*

### CHILD PROTECTION DEFINITION:

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

THIS POLICY ENCOMPASSES CHILD PROTECTION.

### RATIONALE:

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

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

Staff are updated on safeguarding issues frequently across the year via bulletin notices, staff briefing updates and specific training sessions during Inset or Staff planning times. These updates include learning from serious case reviews and local learning reviews on how to improve practice to prevent children from being harmed. Volunteers and supply staff are given a Safeguarding Pack to read through and sign to evidence that they follow MHS safeguarding procedures. This pack is updated throughout the year by the OSL.

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

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

## Safeguarding- our approach

### Introduction

Marple Hall School recognises 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 a safe and secure setting, 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.

Marple Hall School 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 2022.

This policy is implemented in accordance with our compliance with the statutory guidance from the Department for Education, 'Keeping Children Safe in Education' 2022 (KCSIE) which requires individual school/colleges 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 2018 (WTSC)
- Ofsted: Education Inspection Framework'
- Framework for the Assessment of Children in Need and their Families 2000
- The Education Act 2002
- 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. School/college staff have received appropriate training in relation to information sharing and confidentiality. We have a trained Data Protection Officer (DPO) as required by the General Data Protection Regulations (GDPR) to ensure that our school/college is compliant with confidentiality and information sharing requirements. Our DPO is the Director of Business and Finance.

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/colleges](#)

All members of staff must be aware that whilst they have duties to keep information confidential, in line with our confidentiality policy.

### PURPOSE:

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

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

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

All staff and volunteers are required to adhere to our Code of Conduct (including the use of ICT and social media). All staff and volunteers 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 Marple Hall School. We expect that this policy takes primacy over other agency policies when work is being delivered on this site or on our behalf, as we maintain a duty of care to all in our school community. Any expected exception to this must be named and negotiated ahead of work being undertaken. Colleagues from partner agencies who are based in our school adhere to school policies with regard to 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: step- parents, foster parents, carers and adoptive parents.

## CONTENTS

This policy has been divided into five key areas plus appendices:

### PREVENTION

### ROLES AND RESPONSIBILITIES

### PROCEDURES AND RECORD KEEPING

### SUPPORTING VULNERABLE STUDENTS

### SAFER RECRUITMENT AND SAFER WORKING PRACTICE

### Appendices\*

\*A table of contents and additional materials and links are 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 KCSiE2022.

We deliver a broad, balanced and age appropriate PSHE (Personal, Social, Health & Economic) Education



Programme, where children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. It will support them to manage and assess risk effectively and develop the skills to recognise healthy and unhealthy relationships (both online and in the physical world); and where to find sources of support.

Children are supported in recognising risks in various forms including on the internet. Children understand what kind of physical and virtual contact is acceptable and are able to 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 Operational and/or Designated Safeguarding Leads (OSL/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 safeguard children.

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

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

We use the mechanisms and services available to understand the range of issues which may make a child vulnerable and ensure children and young people receive the most appropriate support or referral and access to other provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's personal experiences and perspectives as evidenced by observations or information provided.

Our school's arrangements for consulting with, listening and responding to pupils are via Notes of Concern, Pastoral support, liaison with MASSH and Social Care, referrals to Beacon Counselling, Signpost for Young Carers, MOSAIC drug and alcohol service, School Nurse, Secondary Jigsaw, Healthy Young Minds, Youth Offending Service, half termly Team around the School Meetings, Early Help Assessments and MHSL. We also have a restorative approach sanction system where students are actively encouraged to engage in a restorative dialogue with the staff to resolve issues and express their thoughts.

Our school's arrangements for consulting with, listening and responding to parents are via Parental meetings, Early Help Assessments, Parent Information Evenings, Parents Evening, Staff contact via e-mail is encouraged. Team around the School Meetings often lead to direct support from the School Age Plus workers and other agencies.

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 Operational/Designated Lead and/or deputy attends the SSCP DSL safeguarding training on bi-annual basis
- ☐ The Operational or 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 and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues may overlap with one another.

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

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

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

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

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

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

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

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

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

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

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

- ❑ provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- ❑ protect a child from physical and emotional harm or danger;
- ❑ ensure adequate supervision (including the use of inadequate care-givers);

- ☐ ensure access to appropriate medical care or treatment;
- ☒ include neglect of, or unresponsiveness to, a child's basic emotional needs.

### CHILD ON CHILD ABUSE, Students who harm others

The detriment caused to children by the harmful and bullying behaviour of other children can be significant. This may involve single incidents or ongoing physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups / gangs of children. Such harm or abuse will be referred to the Multi-agency Safeguarding and Support Hub (MASSH) or Police and other agencies as appropriate and further advice and guidance sought. Marple Hall School hold half termly Team Around the School meetings where representatives from

Stockport Social Care, School Age Plus Team, School Nursing team, MOSAIC Drug and Alcohol Service, Youth Offending Service, Signpost for Young Carers and Healthy Young Minds are all present to provide advice, guidance and where appropriate take referral information and signpost appropriate interventions for any families or young people needing additional support.

**All** staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- ☐ bullying (including cyberbullying and prejudice-based behaviours);
- ☐ gender based violence/sexual assaults
- ☐ physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- ☐ sexual violence and sexual harassment;
- ☐ taking, collecting, and sharing of naked or semi-naked images and upskirting
- ☐ Initiation/hazing type violence and rituals.

Marple Hall School:

- ☐ aims to minimise the risk of child on child abuse by promoting a kind a caring community typified by the Maple Hall Spirit;
- ☐ has procedures in place as described in the school Behaviour Policy to deal with allegations of child on child abuse how these are recorded, investigated and dealt with;
- ☐ supports victims, those displaying harmful behaviours and any other child affected by child on child abuse by offering Wellbeing and Pastoral support, beacon counselling, school Nurse referrals and liaison with external agencies as appropriate and through the Team Around the School process where necessary;
- ☐ believes that that abuse should always be regarded as abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- ☐ recognises the gendered nature of child on child abuse (i.e. that currently it is statistically more likely that girls will be victims and boys may display harmful behaviour), but that all child on child abuse is unacceptable and will be taken seriously;
- ☐ will readily seek advice and guidance from the Multi Agency Safeguarding and Support Hub, Children's Social care, the Police, the SASE and SSCB and other professional agencies as appropriate to ensure our Safeguarding practices are up to date, relevant and appropriate.

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. Underpinned by this support students are expected to take responsibility for their own

behaviour with appropriate strategies offered to enable this. We provide education on sexual harassment, sexism and misogyny through our “It’s Not Okay.” Programme.

### [The sharing of nude or semi-nude pictures \(sometimes known as sexting\)](#)

In the latest advice for school/colleges 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.

Sexting’ describes the use of technology to share sexual and sexually implied content. This content includes texts, photos of partial nudity and sexual images or video. This could be shared between partners, peers and strangers. Individuals may use a range of technology to share the content.

*The sharing of naked pictures is not a new thing but the speed with which you can share & the potential audience size has dramatically changed as a result of the online world.*

Whilst professionals refer to the issue as ‘sexting’ there is no clear definition of ‘sexting’. Many professionals consider sexting to be ‘sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.

Yet when young people are asked ‘What does sexting mean to you?’ they are more likely to interpret sexting as ‘writing and sharing explicit messages with people they know’. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

The advice in the link below only covers the sharing of sexual imagery by young people. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management.

On this basis this advice introduces the phrase ‘youth produced sexual imagery’ and uses this instead of ‘sexting.’ This is to ensure clarity about the issues this advice addresses.

‘Youth produced sexual imagery’ (or YPSI) best describes the practice because:

‘Youth produced’ includes young people sharing images that they, or another young person, have created of themselves.

‘Sexual’ is clearer than ‘indecent.’ A judgement of whether something is ‘decent’ is both a value judgement and dependent on context.

‘Imagery’ covers both still photos and moving videos (and this is what is meant by reference to imagery throughout the document).

### [Sharing nudes and semi-nudes: advice for education settings working with children and young people.](#)

‘Sexting’ or ‘YPSI’ is one of a number of ‘risk-taking’ behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with ‘online’ activity can never be completely eliminated. However, Marple Hall School takes a pro-active approach in its ICT and Enrichment programmes to help students to understand, assess, manage and avoid the risks associated with ‘online activity’. The school recognises its duty of care to its young people who do find themselves

involved in such activity as well as its responsibility to report such behaviours where legal or safeguarding boundaries are crossed.

There are a number of definitions of 'sexting' and YPSI but for the purposes of this policy they are defined as:

- ☐ Inappropriate images or videos generated by children under the age of 18, or
- ☐ Of children under the age of 18 that are of a sexual nature or are sexual and therefore considered indecent.
- ☐ These images are shared between young people and/or adults via a mobile phone, handheld device, computer, 'tablet' or website with people they may or may not know.
- ☐ Up skirting, typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

There are many different types of sexting or YPSI and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important that Marple Hall School applies a consistent approach when dealing with an incident to help protect young people and the school. For this reason, the OSL or DSL, or deputy Safeguarding Officer in their absence, needs to be informed of any 'sexting' or YPSI incidents. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All colleagues are expected to be aware of this policy.

Further advice can be found here:

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

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](#)

## SEXUAL VIOLENCE AND HARASSMENT

The Government has issued guidance on [Sexual violence and sexual harassment between children in schools and colleges](#). Our Safeguarding Team have a working knowledge of this document and understand its relevance to our Safeguarding practices.

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. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) 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. 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 "young people being young people."
- ☐ challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them; and

- ☐ understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. Ensuring we have a whole school/college approach (especially preventative education).
- ☐ We adhere to Government guidance as described in the document: [Keeping Children Safe in Education 2022](#) As well as local guidance including [harmful sexual behaviours presented by children and young people](#) . We will always make referrals as appropriate and ensure staff are trained and informed of our approaches to this matter.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

#### **Sexual violence includes:**

- ☐ rape
- ☐ assault by penetration
- ☐ sexual assault -intentionally touching another person in a way that is sexual

#### **Sexual harassment may:**

- ☐ violate a child's dignity, and/or
- ☐ make them feel intimidated, degraded or humiliated and/or
- ☐ create a hostile, offensive or sexualised

Marple Hall School encourages healthy and respectful relationships between boys and girls through relationship and sex education (RSE) and personal, social, health and economic education (PSHE) and with support from the School Nursing team as appropriate.

Marple Hall School understands its responsibility to respond to boy on boy and girl on girl sexual violence and sexual harassment in the same way as sexual violence and sexual harassment between children of the opposite sex.

Marple Hall School will respond to any incidents of sexual violence or harassment immediately and as appropriate via means that may include consultation with the MASSH and Children's Social Care, the Police, the School Nursing team, St Mary's Sexual Assault Referral Centre, Central Youth, Beacon Counselling and any other agency that is deemed necessary and in line with guidance from the SSCB and the SASE.

### **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 operational and designated safeguarding lead (or deputies) 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 schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### **Children Missing out on Education and Missing from Education**

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

At Marple Hall School we follow Stockport's procedures for dealing with children that go missing from school - [missing-from-school/college](#) and adhere to 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. 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.

## COMPLEX SAFEGUARDING

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

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

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

**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.

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)

All staff are alert to possible indicators and will raise concerns as appropriate. The Safeguarding Team is aware of the pan [Greater Manchester CSE policy](#). The Safeguarding team OSL/DSL are aware of the school screening tool ([SERAT](#)) including where to find it, how to complete it and what happens next.

We take a proactive approach to preventative work by including SRE topics in the PSHE program. Assemblies on Healthy Relationships and CSE. Team Around the School discussions. Risk Assessments for vulnerable students. The school nurse will address concerns via drop-in sessions and directed age appropriate work with individuals. The OSL/DSL is also aware of how to access support from Aspire, the Stockport Complex Safeguarding Team.

## The Criminal Exploitation of children (including County Lines)

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/college 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](#).

### Extremism and Radicalisation

Marple Hall School 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 [Prevent](#) duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. All staff at Marple Hall School have completed the [Educate Against Hate](#) online training course. The OSL Matt Woodcock and DSL Claire Gregory are the named designated staff members for Prevent and for referrals to the [Channel](#) Panel. Channel is part of the Prevent strategy. The process is a multi-agency approach to identify and provide support to individuals who are at risk of being drawn into terrorism.

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.

Marple Hall School is clear that where there is concern in respect of exploitation of this kind it will be treated as safeguarding concern. We will follow the guidance set out here- <https://www.stockport.gov.uk/prevent-and-channel>

Prevention work and reductions of risks will include the SMSC, PSHE curriculum, SEND policy, assembly policy, 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. 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 and the public out of hours when this does not conflict with either the interests of its pupils or the wellbeing and workload of its staff.

**Domestic abuse/violence:** In our school we believe that all our pupils have the right to be safe at school and also 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. Students are made aware in assemblies of procedures for reporting any concerns of this nature. Any unconfirmed incidents that we are concerned about are concerns are discussed at TAS. We will discuss concerns with the students where appropriate, liaise with MASSH, refer to our TAS process and refer to Stockport Without Abuse when appropriate. We will offer specific support mechanisms in school via counselling, pastoral support and academic support where necessary.

Marple Hall School is 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 Safeguarding Team have been trained to understand honour-based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women.

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

**Female Genital Mutilation (FGM):** Our Safeguarding Team 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:** The Safeguarding team 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.

### **OTHER SAFEGUARDING ISSUES - 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 schools or single agencies alone.

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

Marple Hall School work in conjunction with the Youth Offending Service and the local Police to educate our students on Knife Crime Awareness.

### **ROLES AND 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/proprietor have regard to the KCSIE guidance and will ensure our policies, procedures and training is 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/OSL and deputies 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 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 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 school. Whilst the activities of the DSL may be delegated to the OSL and 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 an Operational Safeguarding Lead (OSL) and Deputy Safeguarding Leads who will have delegated responsibilities and act in the DSL's absence.

The DSL/OSL and wider safeguarding team 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 2022. 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/college 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 2022 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. The OSL and Deputy SLs 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 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 Marple Hall School 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 Marple Hall School 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, for example, name policies.

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 pupil on a CPP of more than 2 days or 1 day following a weekend, or as agreed as part of a CPP
- ☐ if a child is missing and there is a need to follow Stockport's policy and any statutory guidance on Children Missing Education (CME)

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

### The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'.

### SAFER USE OF THE INTERNET AND DIGITAL TECHNOLOGY

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

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by children/young people under appropriate supervision and in accordance with the schools acceptable use policy- link to the [e-safety 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.

Children/young people are not permitted to directly access items that do not belong to the School, without appropriate risk assessments and permission being sought. The school has a separate policy on the use of personal devices which all children must adhere to [Mobile Phone Policy](#)

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 OSL/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/colleges 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 rules on the recording of images and the use of equipment

### 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.

### Personal mobile phones

To protect children, we will ensure that personal mobiles:

- ☐ Are stored securely and are not in use 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. [E-safety – AUP Link](#)

Visitors are not permitted to use mobile phones or other camera/ internet enabled devices without the express permission of the OSL/DSL or Headteacher. There is a sign in reception informing visitors of this.

Students are allowed mobiles phones but they must be switched off and out of sight in school.

In line with Keeping Children Safe in Education 2021, we have a clear policy on the use of mobile technology in the school - [Mobile Phone Policy](#)

### Cameras: Photography and Images

The vast majority of 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 public performance, but we ask that no images of students are posted on Social media sites. Signs are in reception advising of the above.
- ❑ Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.
- ❑ Ensure where professional photographers are used DBSs, references and parental consent will be obtained prior to photographs being taken.
- ❑ Ensure 'acceptable use' rules regarding the use of cameras and camera enabled devices by children are embedded in practice.
- ❑ Ensure the use of cameras is closely monitored and open to scrutiny.

## BULLYING ONLINE OR CYBERBULLYING

Cyberbullying is an increasingly common form of bullying behaviour using social networks and mobile phones. Cyberbullying can include posting nasty or embarrassing messages, images or videos online or using the web to spread rumours.

Children and young people may know who is bullying them online or they may be targeted using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying includes:

- ❑ Sending threatening or abusive text messages
- ❑ Passing on explicit self-generated sexual images
- ❑ Creating & sharing embarrassing images or videos
- ❑ Trolling – the sending of menacing or upsetting messages on social networks, chatrooms or through online games
- ❑ Excluding children from online friendship groups especially around online games
- ❑ Setting up hate sites or groups about a particular child
- ❑ Encouraging young people to self-harm
- ❑ Voting for or against a child or young person in an online poll
- ❑ Creating fake accounts or stealing online identities to embarrass the child or young person or cause trouble in their name
- ❑ Pressuring children and young people to send sexual images, engage in sexual conversations or perform sex acts online.

Cyber bullying is defined and covered on our school website via the [DfE Advice for Parents on Cyberbullying](#) and is recognised as a means of bullying that we aim to prevent in our anti-bullying charter- [Behaviour Policy](#)

Government advice for parents and carers for preventing Cyberbullying can be found here – [Link to Gov.uk](#)

## 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/>

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/](https://www.thinkuknow.co.uk/11_13/Need-advice/Gaming/)

Support from School Age Plus team for parents with regards to advice, guidance and education around online and gaming safety

Guidance on how to report concerns is in the [Anti Bullying](#) section of the school website.

In school we ensure that we have suitable filtering and monitoring systems in place, as described in [Keeping Children Safe in Education 2022](#). We use Smoothwall for our filtering and reporting systems. The Safeguarding Team is alerted directly to any potential concerns highlighted by these systems and liaises closely with Smoothwall to ensure that the service is relevant and up to date. The OSL/DSL also liaises with year teams to discuss the issues with students and parents and take appropriate action.

### Mental health and wellbeing



KCSiE 2022 reminds us of the importance of understanding emotional wellbeing and mental health and the relevance of these to the safeguarding agenda. It is important to remind staff of the links. You should also reference any relevant policies here.

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**

Marple Hall School's Safeguarding Team have read and have a working knowledge of the [Greater Manchester Safeguarding Procedures](#) and adhere to any local guidance and policies from SSCB as required and the OSL will inform the Safeguarding Team of any updates via the SSCB Network Meetings.

Marple Hall School will ensure that Safeguarding information including, Child Protection information, is stored and handled in line with the principles of the Data Protection Act 1998 ensuring that information is:

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

Any concerns about a child will be recorded in writing as soon as possible and in any circumstance within 24 hours. The inability to record a concern should not delay the sharing of urgent information to the OSL/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 (LADO), whenever necessary.

Hard copies of records or reports relating to safeguarding and child protection concerns will be kept in a separate, confidential file, securely stored away from the main pupil file. Authorisation to access these or electronic records will be controlled by the OSL and DSLs.

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



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

In the case of child protection referral, the OSL/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 Operational/Designated Safeguarding Lead should contact the MASSH for advice.

The OSL/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 and ensuring an online [Child Protection Referral Form](#) is completed immediately if required.

Conversations with a child who appears to disclose abuse should follow the basic principles:

- ☐ listen rather than directly question, remain calm
- ☐ never stop a child who is recalling significant events
- ☐ make a record of discussion to include time, place, persons present and what was said (in their own words)
- ☐ advise the child you will have to pass the information on
- ☐ never take photographs of any injury or record conversations electronically
- ☐ never promise confidentiality to a child or adult.

## 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 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.

If there are concerns about the Head, then these should be shared with the Chair of Governors.

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

- general guidance on confidential reporting 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/college 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 Note of Concern 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.

Notes of Concern are kept **on CPOMS and our confidential Safeguarding Drive**

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 (SEND COs)/ 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.

Where an allegation of abuse is made against any member of staff/ volunteer, deputy or designated safeguarding person, the Headteacher will speak with the Local Authority Designated Officer (LADO) 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 LADO. If the allegation is against both Head and Chair then the LADO 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 LADO directly if they feel it is more appropriate to do so.

Our school has a confidential reporting procedure- [Whistle Blowing Policy](#). 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 taking action to enable all children to have the best outcomes. In contrast "confidential reporting" 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 meetings with parents are recorded in written form using our 'Record of General Communication' pads with copies given to relevant parties. Any allegations made by parents are recorded and reported to Headteacher.

## SUPPORTING VULNERABLE STUDENTS

The school will endeavour to support vulnerable pupils through:

- ☐ Its ethos and culture which promotes a positive, supportive and secure environment; giving pupils a sense of being valued.
- ☐ Its behaviour policy - aimed at supporting vulnerable pupils in school. All staff will agree a consistent approach, working to support children in developing positive behaviour.
  - ☐ Liaison with other appropriate agencies which support the pupil.
  - ☐ Developing supportive relationships.
- ☐ Recognition that children living in difficult home environments are vulnerable and 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 SSCB training and network updates. (For example, child sexual exploitation, domestic violence, drugs / alcohol substance misuse, Female Genital Mutilation (FGM), etc.)
- ☐ Ensuring information is transferred safely and securely when a pupil with a child protection record transfers 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 disproportionately 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.

Staff are directed to access these findings via the [Safeguarding Children in Stockport](#) website as part of a culture of improvement and learning. The OSL/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 Safeguarding and Pastoral staff have seen and understand the Stockport [Levels of Need](#) document and know how to pass on any concerns no matter how 'small or low level' they seem. In accordance with local and national guidance all staff receive regular training and updates to help them identify when a child is vulnerable. We ensure that the most appropriate referrals are made in a timely manner. We seek to work in a transparent way with our families and where appropriate will share our concerns directly with parents and indicate possible routes of support. We actively support multi agency approaches when supporting children and families. We do this based on an awareness that early help and intervention can prevent future escalation of any presenting issues. 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 OSL or DSL.

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

- ☐ Neglect
- ☐ Drug/substance/alcohol misuse
- ☐ Child sexual exploitation / trafficked children
- ☐ Children missing education
- ☐ Domestic abuse
- ☐ Peer relationship abuse
- ☐ Peer abuse
- ☐ Emotional wellbeing & mental health
- ☐ Risky behaviours
- ☐ Sexual health needs
- ☐ Obesity/malnutrition
- ☐ Online grooming
- ☐ Inappropriate behaviour of staff towards children
- ☐ Bullying; including sexuality, race, gender, disability. Breaches of the Equality Act 2010.
- ☐ Self-Harm
- ☐ Female Genital Mutilation
- ☐ Bullying in its various forms
- ☐ Discrimination in its various forms
- ☐ 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
- ☐ Pupil premium students

The DSL is a member 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 or OSL 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.

Pastoral and Safeguarding staff contribute to assessments and actively support multi- agency planning for children. They 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 use the Stockport [Levels of Need](#) document to inform our decision

making.

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

Marple Hall School operates a ***Team around the school model*** (TAS). We hold half-termly Team Around the School meetings where representatives from Stockport Social Care, School Age Plus Team, School Nursing team, MOSAIC Drug and Alcohol Service, Youth Offending Service, Signpost for Young Carers and Healthy Young Minds are all present to provide advice, guidance and where appropriate take referral information and signpost appropriate interventions for any families or young people needing additional support.

Parental consent is sought prior to discussion at these meetings where possible. In the event that this isn't possible no identifying details will be shared. Parental consent to make referrals to relevant agencies or interventions will be sought where appropriate following the meeting.

### Children missing in education

Marple Hall School will monitor pupils' attendance through our daily register. We monitor attendance closely and aim to address poor or irregular attendance. Marple Hall School has a safeguarding duty in respect of our pupils to investigate any unexplained absences. Attendance issues are monitored and addressed by our Attendance Officer, Community Attendance Liaison Officer and our Vulnerable Students Lead Teacher to ensure that any absence can be legitimately authorised and to identify potential safeguarding concerns, whether the absence is authorised or not, via consultation with the DSL/OSL. We will liaise with the local authority and discuss the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. In these incidences we will refer it as a Safeguarding concern to the MASSH.

Further information about schools' safeguarding responsibilities can be found in the Keeping children safe in education statutory guidance.

## 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](#) and local [Stockport](#) 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 which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance. 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 it 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 behaviour policy, which is informed by the DfE '[Searching, screening and confiscation at school](#)' guidance.

## **SAFER RECRUITMENT AND SAFER WORKING PRACTICE**

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

We do this by:

Operating safer recruitment practices including 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. In line with statutory guidance we maintain a single central record to evidence checks completed for staff and volunteers working in the school community. This document is reviewed half-termly by the Director of Business and Finance and annually by the Chair of Governors.

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 adhere to a published code of conduct and other relevant professional standards at all times. 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.

We ensure that:

- ☐ Any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance 'Keeping Children Safe in Education 2022' and SSCB, 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 Safer Working Practice policy.
- ☐ Adequate risk assessments are in place including for extended school/ work placements and holiday activities.
  - ☐ Staff are clear how to raise a concern, where to find 'whistleblowing policies' and are confident to report concerns of misconduct.
- ☐ All staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting).

### 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.

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 with the Deputy 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 (or deputy in his absence) 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 SASE.

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 GDPR) 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 SASE and following our disciplinary procedures.

### Staff learning and development

Learning about safeguarding is given an essential part of staff development at Marple Hall School 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 2022'
- School Behaviour Policy
- Staff Code of Conduct
- This Safeguarding & Child Protection Policy

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

- Designated Safeguarding Lead
- Mental Health Champion
- Designated Teacher for Looked After Children

All learning and training is documented which also helps us map learning needs across the staff team for further development. 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' 2022 which covers safeguarding information for staff. School leaders, including the DSL will read KCSIE in its entirety. The OSL keeps a register of staff who have read this policy.

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 at all staff training INSET.

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. This training will be updated at least annually at all staff training INSET.

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



Marple Hall School 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 OSL will keep a report 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.

- ☐ [Data Protection Policy](#)
- ☐ [Drug and Substance Policy](#)
- ☐ [Behaviour Policy](#)
- ☐ [Health and Safety Policy](#)
- ☐ [Managing Medical Conditions Policy](#)
- ☐ [SEND Policy](#)

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## Safeguarding Information - Marple Hall School

For all staff, supply staff, external agency staff, visitors working with students and visitors to the school.

We all have a statutory duty to "safeguard and promote the welfare of children".

If you have any concerns about the health and safety of a student at Marple Hall School or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away. Some issues e.g. a child's appearance, hygiene, general behaviour, can be shared with any member of staff in school.

Do not worry that you may be reporting small matters – we would rather that you tell us things which turn out to be easily resolved than miss a potentially serious situation.

However, if you think the matter is very serious and may be a child protection concern, e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the people below immediately.

Any allegation or disclosure relating to any professional or volunteer working in our school must be reported directly to the Head, unless it involves the Head, when it should then be reported directly to the Chair of Governors.

### The Senior Safeguarding Team

#### The Operational Safeguarding Lead



##### Mr Woodcock

He is located in Bradshaw  
Pastoral Office  
Ext. number: 204

#### The SLT Designated Safeguarding Lead



##### Mrs Gregory – Deputy Head

She is located in Bradshaw  
building next to Room 105  
Ext. number: 226

### The Deputy Safeguarding Officers



##### Mrs Cook – Director of Pastoral KS3

She is located in Bradshaw  
building next to Room 105  
Ext. number: 213



##### Mr Follett – Assistant Head KS4

He is located in Isherwood  
building on the main corridor  
Ext. number: 230



##### Mrs Kirkbright – Head of Year 9

She is located in the Bradshaw  
Pastoral Office  
Ext. number: 231



##### Mr Butler – Head of Year 11

He is located in the Isherwood  
Pastoral Office  
Ext. number: 291



##### Mrs Chadwick – Head of Year 10

She is located in the Bradshaw  
Pastoral Office.  
Ext. number: 231



##### Miss Allison – Head of Year 9

She is located in Isherwood  
Pastoral Office  
Ext. number: 288



##### Miss Burnell – Head of Year 7

She is located in the Bradshaw  
Pastoral Office  
Ext. number: 281

The Headteacher is Joe Barker.

The Chair of Governors is Paul Cavanagh.

To speak to either of the above please contact school  
reception 0161- 427 7966.

Thank you for supporting and safeguarding the students at  
Marple Hall School

## USEFUL LINKS, FURTHER ADVICE AND GUIDANCE

### Local Guidance

[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>

[Levels of Need](#) **(PLEASE NOTE THIS ITEM IS DUE TO BE UPDATED)**

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

[Stockport Female Genital Mutilation Pathway](#)

[Safeguarding Children and Young People Abused Through Sexual Exploitation](#)

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

[Stockport Family](#)

[Childcare and Family Information Directory](#)

[Stockport Safeguarding Children Board](#)

### 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](tel:0800136663) or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### National Organisations

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

### Support for Staff

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

### Support for pupils/students

- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)
- Shout: [www.giveusashout.org](http://www.giveusashout.org)
- Fearless: [www.fearless.org](http://www.fearless.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

## Support for Adults

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

## Support for Learning Disabilities

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://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](http://www.talktofrank.com)

## Domestic Abuse

- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)
- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadvice.org.uk](http://www.mensadvice.org.uk)
- National Domestic Abuse Helpline: [www.nationaldahelpline.org.uk](http://www.nationaldahelpline.org.uk)
- Respect Phoneline: <https://respectphoneline.org.uk>

## Criminal and Sexual Exploitation

- National Crime Agency: [www.nationalcrimeagency.gov.uk/who-we-are](http://www.nationalcrimeagency.gov.uk/who-we-are)
- It's not okay: [www.itsnotokay.co.uk](http://www.itsnotokay.co.uk)
- NWG Network: [www.nwgnetwork.org](http://www.nwgnetwork.org)
- County Lines Toolkit for Professionals: [www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit](http://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](http://www.gov.uk/guidance/forced-marriage)
- FGM Factsheet: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/5\\_6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/5_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](http://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](http://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](http://www.brook.org.uk)
- Upskirting – know your rights: [www.gov.uk/government/news/upskirting-know-your-rights](http://www.gov.uk/government/news/upskirting-know-your-rights)
- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now! [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Diana Award: [www.antibullyingpro.com/](http://www.antibullyingpro.com/)
- Bullying UK: [www.bullying.co.uk](http://www.bullying.co.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

### Online Safety

- NCA-CEOP: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Report Harmful Content: <https://reportharmfulcontent.com>
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Parents Protect: [www.parentsprotect.co.uk](http://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](http://www.ncsc.gov.uk)

### Mental Health & Emotional Wellbeing

- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- Kooth- <https://www.kooth.com/>
- Moodspark: <https://moodspark.org.uk>
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Anna Freud: [www.annafreud.org/schools-and-colleges/](http://www.annafreud.org/schools-and-colleges/) Stockport

### Radicalisation and hate

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Stop Hate UK- <https://www.stophateuk.org/>
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://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](#) | 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

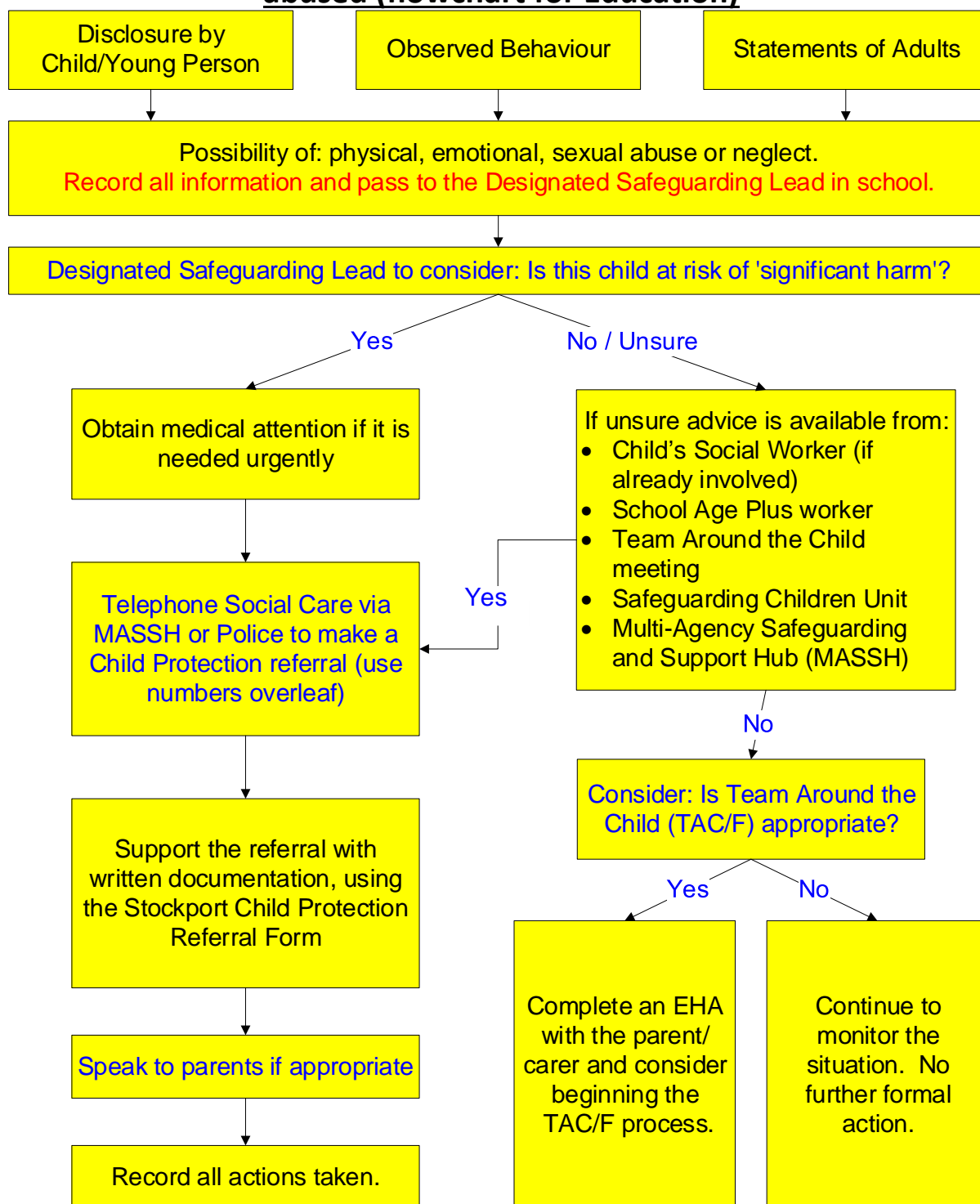
- Online (to the MASSH)- <https://www.stockport.gov.uk/contacting-the-massh>
- The Multi –agency Safeguarding and Support Hub (MASSH)  
Monday to Thursday 8.30am to 5.00pm,
- Friday 8.30am to 4.30pm.  
tel. (0161) 217-6028 or 6024.  
Out of hours referrals and advice tel: (0161) 718-2118
- Greater Manchester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

#### Advice is available from:

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

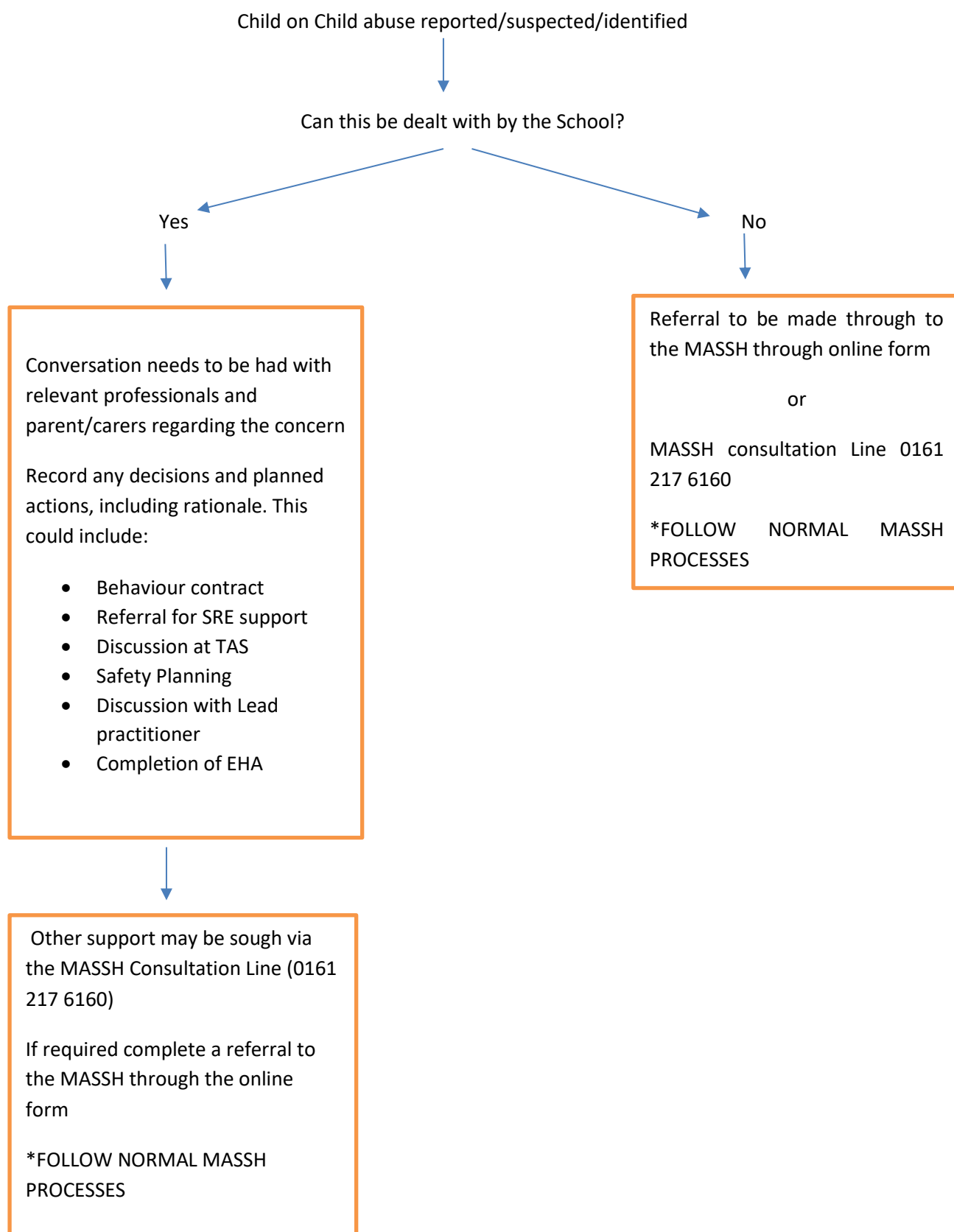


## What to do if you are concerned that a child/young person is being abused (flowchart for Education)



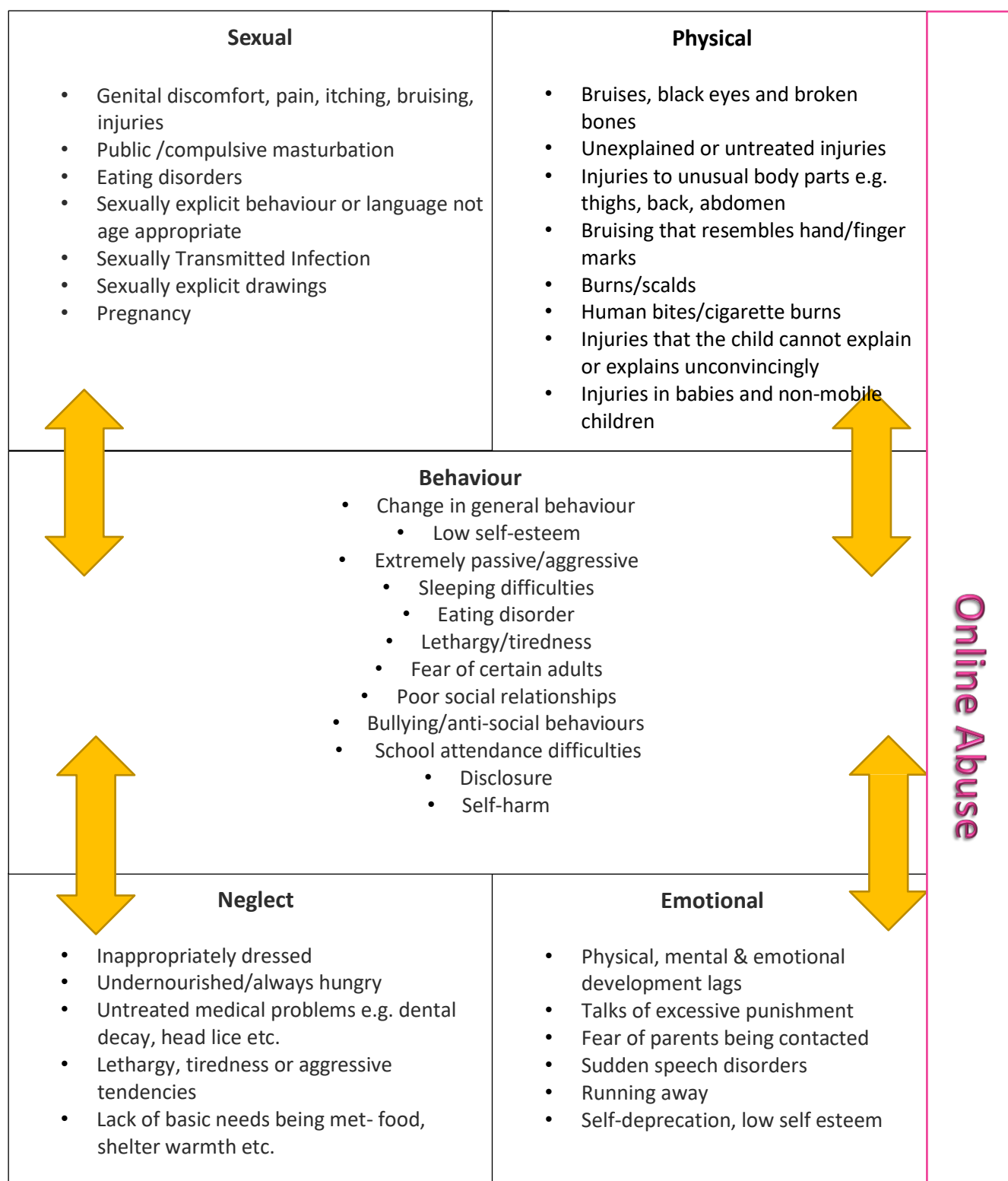
**REMEMBER:** It is not the role of Education to investigate a Child Protection concern. Report the information you have and Social Care and/or the Police will investigate.

### Child on Child Abuse Pathway



## Possible indicators of abuse

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



## **The 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 LADO 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 LADO on 0161 474 5657.